DOCUMENT RESUME

ED 383 387 JC 950 313

AUTHOR	Kiger, Derick M.; And Others
TITLE	Assessing and Analyzing Student Need at Owens Community College, Academic Year 1993-1994.
INSTITUTION	Owens Community Coll., Toledo, OH. Office of Institutional Research.
PUB DATE	94
NOTE	136p.; Shaded bars in tables may affect legibility.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Ancillary School Services; Community Colleges; Library Facilities; *Organizational Effectiveness; Parking Facilities; *Student Attitudes; Student Characteristics; *Student Needs; Student Surveys; Student Unions; Two Year Colleges; *Two Year College Students
IDENTIFIERS	Owens Community College OH

ABSTRACT

In fall 1993, Owens Community College (OCC), in Ohio, conducted a survey of 2,277 currently enrolled students to gather data on significant needs and characteristics to inform institutional effectiveness efforts. The survey instrument asked students to rate 76 items grouped into the categories of educational need, professional need, facility/environment need, institutional process/organizational need, and personal need. Completed surveys were received from 1,179 students and indicated the following: (1) college-wide, students ranked facility/environment needs and institutional process/organization needs as most significant; (2) at both OCC's Toledo and Findlay campus, the two highest ranked needs were for classes transferable to four-year colleges and parking facilities; (3) female students on the Toledo campus expressed a greater need for parking facilities, transfer classes, study areas, advertisement of student services, variety of classes, health insurance, and a student union than male students; and (4) minority students on the Toledo campus expressed a greater need for a flexible course schedule and career placement services than did Caucasians. (Appendixes include an institutional effectiveness flowchart; the survey instrument; and tables for both campuses showing results for each need category by gender, race, business/health divisions, industrial/engineering and public service divisions, and student comments.) (KP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 383 387

Assessing and Analyzing Student Need at Owens Community College

Academic Year 1993-1994

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Kiger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 950 313

Derick M. Kiger
Office of Institutional Research
College Hall 170 · Extension 7288

BEST COPY AVAILABLE

Acknowledgements

I would like to acknowledge the efforts of the Owens College community in the preparation of this report. In particular I would like to acknowledge the Executive Director of Student Development, William J. Ivoska, Ph.D., Office of Admissions graduate intern Steve Melchi, and Office of Institutional Research assistant Jeanette Roe.

Table of Contents

Executive Summary v

Introduction 1

Method 3

Results 7

Discussion 15

References 19

Appendices

Appendix A

Institutional Effectiveness Process Flowchart

Appendix B

Student Needs Assessment Survey

Appendix C : Toledo Tables

Overall Need

Table 1. by campus

Educational Need

Table 2. by gender
Table 3. by race
Table 4. by technology: Business & Health
Table 5. by technology: Industrial/Engineering & Public Service
Table 6. student comments

Professional Need

Table 7. by gender
Table 8. by race
Table 9. by technology: Business & Health
Table 10. by technology: Industrial/Engineering & Public Service
Table 11. student comments

Appendix C : Toledo Tables (Continued)

Facility/Environment Need

Table 12. by gender
Table 13. by race
Table 14. by technology: Business & Health
Table 15. by technology: Industrial/Engineering & Public Service
Table 16. student comments

Institutional Process/Organizational Need

Table 17. by gender
Table 18. by race
Table 19. by technology: Business & Health
Table 20. by technology: Industrial/Engineering & Public Service
Table 21. student comments

Personal Need

Table 22. by gender
Table 23. by race
Table 24. by technology: Business & Health
Table 25 by technology: Industrial/Engineering & Public Service
Table 26. student comments

Appendix D : Findlay Tables

Overall Need

Table 1. by campus

Educational Need

Table 2. by gender
Table 3. by race
Table 4. by technology: Business & Health
Table 5. by technology: Industrial/Engineering & Public Service
Table 6. student comments

Appendix D : Findlay Tables (Continued)

Professional Need

Table 7. by gender
Table 8. by race
Table 9. by technology: Business & Health
Table 10. by technology: Industrial/Engineering & Public Service
Table 11. student Comments

Facility/Environment Need

Table 12. by gender
Table 13. by race
Table 14. by technology: Business & Health
Table 15. by technology: Industrial/Engineering & Public Service
Table 16. student comments

Institutional Process/Organizational Need

Table 17. by gender
Table 18. by race
Table 19. by technology: Business & Health
Table 20. by technology: Industrial/Engineering & Public Service
Table 21. student comments

Personal Need

Table 22. by gender
Table 23. by race
Table 24. by technology: Business & Health
Table 25. by technology: Industrial/Engineering & Public Service
Table 26. student comments

Executive Summary

Needs assessment is a planning and problem-solving tool used in higher education. The needs assessment is one of the most useful and efficient means available to help identify college student needs and concerns especially in light of the growing diversity of students on campus, their changing personal and career needs, and the growing accountability demands that confront the community college.

The purpose of the Owens Community College student needs assessment is four-fold. The first purpose is to identify significant student need (OCC Strategic Plan, 1992-1997), the second purpose is to gather student demographic information for a student profile (OCC Strategic Plan, 1992-1997), the third purpose is to collect data for the Owens Institutional Effectiveness Process, and the fourth purpose of the needs assessment is to provide service expectation performance indicator data required of Ohio's two-year colleges.

With input from the Owens College community, a seventy-six item student needs assessment survey was developed Fall semester 1993. The seventy-six items were grouped into the categories of Educational Need; Professional Need; Facility/Environment Need; Institutional Process/Organizational Need; and Personal Need.

One thousand one hundred and seventy nine (1,179) students responded to the needs assessment survey. Students ranked Facility/Environment needs and Institutional Process/Organization needs as most significant. Statistically significant Spearman rank correlation coefficients showed positive rank order relationships of student need by campus and among student sub-populations. Listed below are the top needs as indicated by Toledo students and Findlay students.

Top Needs cited by Toledo Students

Classes transferable to four-year colleges
Parking facilities
Library facilities
Study areas
Work experience for college credit
Flexible course schedule
Advertisement of the student services
Class variety
College-sponsored student health insurance
Student union

Top Needs cited by Findlay Students

Classes transferable to four-year colleges
Parking facilities
Class variety
Work experience for college credit
Flexible course schedule
Study areas
Career placement services
Advertisement of the student services
Library facilities
Cafeteria/food service area

Results showed statistically significant differences in need by gender and race. Female students on the Toledo campus expressed a greater need for parking facilities, transfer classes, designated study areas, advertisement of student services, variety of classes, a college sponsored health insurance program, and a student union than did male students. Similarly, minority students on the Toledo campus expressed a greater need for a flexible course schedule and career placement services than did the caucasian students. Appendices C and D of this report contain tables which show student ranked need by campus, gender, race and technology. The tables also show student comments. Reported needs are discussed in terms of a seven-step plan for needs analysis.

**The student needs assessment data can also be analyzed by other survey variables (i.e. educational needs x degree program; facility needs x adult students) not included in this report. Please contact the Office of Institutional Research to make requests that will best help in your specific needs analysis planning.*

Introduction

Needs Assessment

Needs assessment is a popular planning and problem-solving tool used in business, industry, government, and education. In higher education, the needs assessment is one of the most useful and efficient means available to help identify college student needs and concerns which is particularly important in light of the growing diversity of students on campus, their changing personal and career needs, and the gaining accountability demands that confront the community college (Gallagher 1992) .

Traditionally, the community college has served to meet the transfer needs, career preparation needs, basic skills and developmental education needs, continuing education and community service needs, and access needs of the community (Doucette & Hughes, 1990). A student needs assessment can help the institution make the most informed decisions as how to best meet the students' own needs and fulfill it's institutional mission.

A needs assessment identifies and prioritizes needs. Kaufman and English (1979) defined needs assessment as the systematic attempt to determine gaps between current outcomes (i.e. the status quo) and desired outcomes; to place these gaps in priority order, and to select the most important for intervention. Witkin (1984) adds that the purpose of needs assessment is not to suggest solutions, but to identify areas where solutions are most required and to set intervention for the resolution of those needs.

Characteristics of Needs Assessment (Benjamin, 1989)

* Provides a macro-level perspective of need
* Identifies performance - desired outcomes discrepancies
* Acts as the problem identification stage of the problem solving process
* Does not consider solutions
* Occurs before needs analysis/intervention
* Provides substance and meaning to needs for attention
* Selects the most important needs for attention
* Focuses on the future

Institutional Purpose

The purpose of the Owens Community College student needs assessment is four-fold. The first purpose is to identify student need (OCC Strategic Plan 1992-1997), the second purpose is to gather student demographic information for a student profile (OCC Strategic Plan 1992-1997). The third purpose of the needs assessment is to collect data for the Owens Institutional Effectiveness Process (IEP). The IEP (Appendix A) integrates the components of institutional and environmental scanning, strategic and operational planning, academic and support services program evaluation, outcomes assessment, market planning, and budget development with the functional mission of the two-year college in Ohio : meeting community need through accessibility to quality higher education programs at the lowest possible cost.

The fourth purpose of the needs assessment is to gather performance indicator data to meet the service expectations for Ohio's two-year colleges. Specifically, the student needs assessment addressed service expectation #9 which requires that institutions provide community involvement (including students) in the decision making process in such critical areas as course delivery, range of services, fees and budgets, and administrative personnel. In the future, a percentage of instructional subsidy will be allocated relative to the extent which the institution fulfills it's mission as measured by the service expectation performance indicators.

Method

Students

The majority of responding students reported to be single, white, and female between the ages of 18 and 27 years. Students most often reported to be employed full-time (working more than 30 hours per week), to earn less than $20,000 annually, and to be responsible for at least one child. The majority of respondents also reported to be a returning part-time student and the first person in their family to have attended college. Table 1A shows selected student demographics by campus.

Table 1A. Student profile by campus.

	Toledo		Findlay	
Variable	n	%	n	%
Age				
< 18 years	5	.5	2	1.1
18-22	292	29.7	61	33.0
23-27	206	20.9	38	20.5
28-32	143	14.5	23	12.4
33-37	140	14.2	27	14.6
38-42	102	10.4	15	8.1
43-49	70	7.1	15	8.1
≥50	26	2.6	4	2.2
Annual Personal Income				
<$10,000	451	48.5	73	41.5
$10,000-$19,999	188	20.2	40	22.7
$20,000-$29,999	114	12.3	31	17.6
$30,000-$39,999	88	9.5	19	10.8
$40,000-$49,999	43	4.6	7	4.0
≥$50,000	46	4.9	3	3.4
Credit Hours (Fall 1993)				
≥12 Hours	376	39.1	64	35.0
9-11	130	13.5	19	10.4
6-8	216	22.5	60	32.8
≤5	238	24.8	40	21.9
Employed				
	715	72.7	147	78.6
First in the Family to Attend College				
	608	61.9	118	63.1

Table 1A continued. Student profile by campus.

	Toledo		Findlay	
Variable	n	%	n	%
High School GPA				
A (4)	104	11.1	15	8.6
B (3)	422	44.8	97	55.4
C (2)	390	41.4	60	34.3
D (1)	25	2.7	3	1.7
Institution Prior to Owens				
High School	439	48.8	106	61.6
Vocational	105	11.7	14	8.1
Two-Year College	102	11.3	14	8.1
Four-Year College	160	17.8	27	15.7
Other	91	9.2	11	6.4
Living Status				
Parents	269	27.5	53	28.5
Own Home	577	59.0	115	61.8
Other	132	13.5	18	9.7
Marital Status				
Single	453	46.4	82	44.6
Married	401	41.0	75	40.8
Divorced	100	10.2	25	13.6
Widow(er)	5	.5	1	.5
Separated	18	1.8	1	.5
Race				
African-American	80	8.3	3	1.6
Native-American	39	4.1	8	4.4
Caucasian	743	77.3	153	84.1
Asian-American	11	1.1	2	1.1
Hispanic	62	6.3	16	8.8
Reason to Enroll				
Associate Degree	539	66.6	102	63.4
Self Improvement	96	11.9	22	13.7
Job Related	67	8.3	13	8.1
Earn Transfer Credit	16	2.0	6	3.7
Certification	17	2.1	3	1.9

Table 1A continued. Student profile by campus.

	Toledo		Findlay	
Variable	n	%	n	%
Student Type				
First Semester	98	10.5	30	16.9
Returning	782	84.0	141	79.2
Transfer	51	5.5	7	3.9
Time Usually on Campus				
Morning	216	33.2	46	36.8
Afternoon	130	20.0	15	12.0
Evening	301	46.2	62	49.6
Weekend	4	.6	1	1.6
	M	SD	M	SD
Commuting Distance	26.40	26.38	30.26	29.66
Number of Children	1.05	1.19	1.03	1.27
Work Hours/week	33.16	12.99	36.15	13.02

Apparatus

With input from the Owens College community, a seventy-six item student needs assessment survey was developed Fall semester 1993. The seventy-six items were grouped into the following categories : Educational Need; Professional Need; Facility/Environment Need; Institutional Process/Organizational Need; and Personal Need. Four-point Likert-type response scales were utilized to indicate degree of need. A scale of *No Need =1, A Little Need=2; Some Need = 3; A Lot of Need=4* was used for the Facility/Environment and Institutional Process/Organizational categories and a scale of *No Help=1; A Little Help=2; Some Help=3; A Lot of Help=4* was used for the Educational, Professional and Personal categories. Students were given the opportunity to elaborate on needs and comment on their needs.

Procedure

Two thousand two hundred and seventy seven (2,277) caucasian students were randomly selected Fall semester 1993 to participate in the needs assessment. The total population of minority students (618) was selected to participate. Students enrolled in classes offered by Owens at area businesses and industries were not included in the sampling frame. It was estimated that 395 students needed to respond to assure an adequate sample size. A total of 1,179 students responded which yielded a 41 percent response rate.

Students were mailed a needs assessment survey in November of 1993. Survey directions read as follows : "The Owens Technical College student needs assessment is designed to evaluate the needs of the Owens student. By responding to the following questions, you will assist college officials in identifying and developing programs and services that will better address the needs of students like yourself. The information you give on this survey will be kept strictly confidential. If any item on the survey requests information that you do not wish to provide, feel free to omit it. When you have completed the survey, place it in the stamped envelope and return it to the college. Thank you". Nonrespondents were mailed a second and third needs assessment survey over Fall semester 1993 and Spring semester 1994.

Results

One thousand one hundred and seventy nine (1,179) of the sampled students responded to the survey. The sample demographics show a reasonable approximation to the college population (Table 2A). Female students were somewhat overrepresented in the sample and male students were somewhat underrepresented. For the purpose of the study, data are reported by campus, gender, and race. Responses of minority students were combined because these student subpopulations were relatively small in number.

Table 2A. Demographic data comparison of sample with the Fall 1993 college population.

	Toledo			Findlay		
Variable	n	Sample %	Population %	n	Sample %	Population%
Students	991	84.0	13.0	188	16.0	13.0
Males	332	34.0	50.0	68	37.0	43.0
Females	644	66.0	50.0	116	63.0	57.0
Caucasians	743	77.3	88.0	153	84.1	94.0
African-Americans	80	8.3	7.0	3	1.6	2.0
Hispanics	62	6.5	3.0	16	8.8	3.0

Students indicated needs that were significantly similar by campus, gender, race, and technology. Spearman correlation coefficients showed statistically significant positive correlations of need rank order by campus ($r = .84$, $p = .00$) and among student sub-populations. The tables in appendices C & D show the Spearman correlation coefficients along with the rank orders of student need by campus and student sub-populations.

Of the seventy-six items cited by the survey, students ranked Institutional Process/Organization and Institutional Facility/Environment needs as most significant. Personal needs were cited as least significant. Table 3A shows the top needs cited by students for each Owens Community College campus.

Table 3A. Top Needs cited by Toledo and Findlay students.

Toledo

Rank	Item
1	Classes transferable to four-year colleges
2	Parking facilities
3	Library facilities
4	Designated study areas
5	Work experience for college credit
6	Flexible course schedule
7	Advertisement of the student services
8	Variety of classes
9	College-sponsored student health insurance
10	Student union

Findlay

Rank	Item
1	Classes transferable to four-year colleges
2	Parking facilities
3	Variety of classes
4	Work experiences for college credit
5	Flexible course schedule
6	Designated study areas
7	Career placement services
8	Advertisement of the student services
9	Library facilities
10	Cafeteria/food service area

Results showed statistically significant differences in need between male and female students on the Toledo campus. Females showed a greater need for transfer classes; parking; study areas; advertisement of student services; a greater variety of classes; a college sponsored health insurance program; and a student union than did male students. Table 4A shows the statistically significant differences by gender.

Table 4A . Means, Standard Deviations, and *T* values for Significant Items by Gender : Toledo (No Need = 1; A Little Need = 2; Some Need = 3; A Lot of Need = 4)

		Male		Female		
Rank(1-76)	Item	M	SD	M	SD	T value
Educational Need						
75	Reading skills	1.62	.84	1.44	.78	3.25***
54	Writing skills	2.19	.98	1.97	.96	3.41***
Professional Need						
52	Ethical/professional conduct skills	1.92	.93	2.13	1.02	3.15***
Facility/Environment Need						
21	Access to facilities for the handicapped	2.25	.95	2.46	.96	3.07***
20	Parking lot shuttle bus	2.06	1.12	2.55	1.16	6.10***
25	Expanded child care center	2.11	1.02	2.49	1.10	4.86***
2	Parking facilities	3.00	1.04	3.33	.94	4.69***
4	Designated study areas	2.66	1.01	2.93	1.00	3.95***
10	Student union	2.53	1.02	2.69	1.07	2.11*
Process/Organizational Need						
18	Revised student advising system	2.31	.97	2.45	1.08	1.99*
28	Revised financial aid application process	2.24	1.10	2.41	1.13	2.08*
19	More campus counseling services	2.31	.96	2.44	1.01	1.93*
30	Revised financial aid disbursement process	2.21	1.12	2.39	1.14	2.12*
15	More part-time campus employment	2.27	.99	2.52	1.04	3.43***
60	Enrollment Process	1.84	.91	1.98	.98	2.13*
37	Revised Billing/fee payment procedure	2.11	1.04	2.32	1.10	2.86***
9	College-sponsored health insurance	2.44	1.14	2.85	1.09	5.25***
40	Help find housing in the area	2.06	.97	2.20	1.03	1.96*
74	Revise process to purchase parking permits	1.61	.95	1.48	.82	1.94*
38	More campus security	1.88	.89	2.38	1.01	7.67***
7	Advertisement of student services	2.63	1.00	2.79	.98	2.41**

*p<.05
**p<.01
***p<.001

Table 4A continued. Means, Standard Deviations, and *T* values for Significant Items by Gender : Toledo (No Need = 1; A Little Need = 2; Some Need = 3; A Lot of Need = 4)

		Male		Female		
Rank(1-76)	Item	M	SD	M	SD	T value
Process/Organization Need (Continued)						
12	More student health services	2.33	1.00	2.71	1.02	5.30***
1	Classes transferable to 4-year colleges	3.22	.96	3.41	.87	2.99***
8	Greater variety of classes	2.53	1.01	2.83	1.02	4.18***
39	Revise process of scheduling classes	2.04	.98	2.22	1.04	2.66***
Personal Need						
45	Become more self-assertive	1.95	.94	2.21	1.06	3.91***
59	Become more aware of rights as US citizen	1.80	.90	2.00	.98	3.02***
57	Become more involved in community projects	1.90	.91	2.02	.93	1.97*
58	Learn more about different cultures	1.85	.90	2.00	.93	2.40**
65	Decision making skills	1.81	.79	1.93	.89	2.06*
42	Leadership skills	2.06	.91	2.19	.96	2.13*
24	Maintain good mental health	2.09	1.00	2.51	1.07	5.89***
43	Become more aware of politics/social issues	1.94	.89	2.25	.99	4.83***
51	Improve the perception of myself	1.86	.90	2.16	1.04	4.51***

*p<.05
**p<.01
***p<.001

Results showed statistically significant differences in need between caucasian and minority students on the Toledo campus. Minorities showed a greater need for a flexible course schedule, career placement services, and part-time campus employment opportunities than did caucasian students. Table 5A shows the statistically significant differences by race.

Table 5A . Means, Standard Deviations, and *T* values for Significant Items by Race : Toledo (No Need = 1; A Little Need = 2; Some Need = 3; A Lot of Need = 4)

		Caucasian		Minority		
Rank(1-76)	Item	M	SD	M	SD	T value
Educational Need						
23	Personal computer skills	2.31	1.08	2.58	1.09	3.23***
62	Library & research skills	1.84	.92	2.13	.98	3.69***
63	Math skills	1.82	.99	2.19	1.07	4.39***
41	Memory skills	2.10	1.02	2.31	1.00	2.58**
75	Reading skills	1.41	.73	1.78	.97	4.98***
47	Study skills	2.02	.99	2.32	1.04	3.64***
46	Test-taking skills	2.02	1.03	2.40	1.02	4.62***
70	Logical thinking skills	1.65	.81	1.93	.92	4.21***
54	Writing skills	1.92	.92	2.44	1.03	6.51***
Professional Need						
52	Ethical and professional conduct	1.97	.94	2.29	1.09	3.78***
31	Interview skills	2.27	.92	2.48	1.01	2.66***
26	Internship opportunities	2.30	1.10	2.50	1.19	2.17*
35	Management and supervisory skills	2.25	.98	2.42	1.04	2.01*
55	Networking skills	1.97	.94	2.19	1.00	2.71***
22	Resume writing skills	2.32	.95	2.57	1.02	3.25***
36	Job search and application skills	2.20	1.00	2.38	1.11	2.08*
Facility Environment Need						
21	Access to facilities for the handicapped	2.34	.96	2.57	.95	3.00***
29	Athletic/fitness center	2.31	1.08	2.50	1.11	2.10*
34	Cafeteria/food service area	2.25	.99	2.49	1.08	2.88***
50	Campus residence halls	2.03	1.07	2.22	1.11	2.11*
Process/Organization Need						
66	Grading system	1.81	.93	1.99	.95	2.40**
19	More counseling services	2.36	.99	2.53	1.02	2.16*
15	More part-time campus employment	2.35	1.01	2.72	1.03	4.62***
37	Revised billing/fee payment procedure	2.19	1.08	2.42	1.09	2.67***
6	More flexible course schedule	2.72	1.12	2.89	1.03	2.01*

*p<.05
**p<.01
***p<.001

Table 5A continued. Means, Standard Deviations, and *T* values for Significant Items by Race: Toledo (No Need = 1; A Little Need = 2; Some Need = 3; A Lot of Need = 4)

		Caucasian		Minority		
Rank(1-76)	Item	M	SD	M	SD	T value
Process/Organization Need (Continued)						
40	Help find housing in the area	2.09	.98	2.38	1.07	3.47***
74	Revise process to purchase parking permits	1.50	.84	1.67	.96	2.39**
13	More career placement services	2.46	1.01	2.75	1.00	3.51***
27	More tutorial services	2.29	.92	2.56	1.00	3.51***
Personal Need						
71	Become more willing to change and learn	1.63	.80	1.79	.93	2.26*
57	Become more involved in the community	1.91	.89	2.16	1.01	3.09***
67	Goal-setting skills	1.80	.84	1.95	.94	2.01*
53	Money management skills	2.00	1.00	2.20	1.05	2.32*
43	Become more aware of politics & social issues	2.11	.96	2.28	1.02	2.16*
68	Social skills	1.76	.82	1.93	.91	2.53**
61	Overcome shyness	1.84	.92	2.20	2.42	2.09*

*p<.05
**p<.01
***p<.001

Results showed statistically significant differences in need between male and female students on the Findlay campus. However, the significant differences are among needs that were not highly ranked by the students. Table 6A shows the statistically significant differences by gender.

Table 6A . Means, Standard Deviations, and *T* values for Significant Items by Gender : Findlay (No Need = 1; A Little Need = 2; Some Need = 3; A Lot of Need = 4)

		Male		Female		
Rank(1-76)	Item	M	SD	M	SD	T value
Educational Need						
74	Reading skills	1.68	.90	1.40	.80	2.11*
Facility Environment Need						
59	Access to facilities for the handicapped	2.15	.90	1.85	.78	2.24*
26	Classrooms and laboratories	2.56	.99	2.22	1.02	2.11*
Process/Organization Need						
73	Revise process to purchase parking permits	1.88	1.10	1.53	.92	2.26*
25	More part-time campus employment	2.15	.95	2.46	1.05	1.92*
Personal Need						
45	Become more self-assertive	1.86	.87	2.21	1.01	2.45**
24	Maintain good mental health	2.13	.96	2.48	.98	2.31*
53	Maintain good physical health	1.84	.86	2.14	1.00	2.03*
44	Improve perception of myself	1.77	.87	2.28	1.00	3.40***

*p<.05
**p<.01
***p<.001

Results showed statistically significant differences in need between caucasian and minority students on the Findlay campus. However, the significant differences are among needs that were not highly ranked by students. Table 7A shows the statistically significant differences by race.

Table 7A. Means, Standard Deviations, and *T* values for Significant Items by Race : Findlay (No Need = 1; A Little Need = 2; Some Need = 3; A Lot of Need = 4)

		Caucasian		Minority		
Rank(1-76)	Item	M	SD	M	SD	T value
Process/Organization Need						
47	Help find housing in the area	1.99	1.01	2.44	1.12	2.16*
29	Revise process of scheduling classes	2.39	1.04	2.03	.82	2.03*

*p<.05
**p<.01
***p<.001

Discussion

The purpose of a needs assessment is to produce information which aids college efforts in the identification and prioritization of student need. Owens Community College strives to meet the needs of the student body and the community. For example, the student indicated need for transfer opportunities and course variety has been addressed as the institutional mission has grown to include the transferable Associate of Art degree and the transferable Associate of Science degree. Formal articulation agreements have also been made to assure direct transferability of credit to four-year colleges. In conjunction with the new degree offerings, courses are being added to the curriculum as new degree programs are developed.

In addition to meeting the transfer opportunities and course variety needs of students, Owens will meet the growing research needs of the student body and community. Construction of a new state of the art library facility on the Toledo campus begins academic year 1994-1995.

Needs Analysis

Once a needs assessment has been conducted, the significant student needs must be identified and prioritized by the institution, and plans to meet the needs must be developed and implemented. Needs analysis is designed to aid in this process.

Needs analysis is defined as a procedure by which needs are analyzed after they have been identified by means of a needs assessment (Mayer & Kaufman (1985). The needs analysis is a tool for determining causes of a performance problem and identifying possible methods and means for reducing or eliminating them (Kaufman, 1986). The major characteristics of needs assessment and needs analysis are compared by Benjamin (1989).

Needs Assessment	Needs Analysis
* Macro-level perspective of need	* Micro-level perspective of need
* Identifies performance - desired outcomes discrepancies	* Identifies causes of performance - desired outcomes discrepancies
* Problem identification stage	* Problem resolution stage
* Does not consider solutions	* Considers solutions
* Occurs before needs analysis/intervention	* Occurs subsequent to needs assessment
* Provides substance and meaning to needs for attention	* Determines the nature & relationship of the parts of needs
* Selects the most important needs for attention	* Determines causes and solutions to the most significant needs
* Focuses on the future	* Focuses on the present

The Owens student needs assessment is a data resource. The data collected by the student needs assessment can also be analyzed into other survey variables not included in this report (i.e. educational needs x degree program; facility needs x adult students). It is the task of the Owens college community to use this data resource to identify, prioritize, and plan to meet student need.

A procedure has been developed to aid in institutional needs analysis. This seven-step procedure considers each major characteristic of needs analysis. The needs analysis procedure includes :

1) identifying the student need from the needs assessment data

2) describing the current state of the need and its causes (may require further inquiry)

3) defining the desired state of the need

4) defining the priority for meeting the need

5) defining plans to meet the need

6) defining methods to assess the effectiveness of the plan

7) defining plans for reporting efforts, progress, and results to the Owens community

An example of student needs analysis using the seven-step procedure follows.

Needs Analysis Procedure

1. **Identified Student Need :** Study Areas

2. **Current state of the need and its causes :** Students use lounges, hallways, automobiles, and the dining hall as study areas. Need is due to lack of available facilities.

3. **Desired state of the need :** Designate space conducive to study and make it available at times when students are usually on campus.

4. **Priority for meeting the need (Desired State of Need - Current State of Need) :**

   ☐ **Low** ☐ **Moderate** ☒ **High**

5. **Plan(s) to meet the need :** Meet with person(s) in charge of designating institutional space. Inquire about the possibility of reserving space for study purposes at times when students are most often on campus. Advertising of the new study areas to begin Summer semester 1994 via the student newspaper, the commons area electronic sign, new student orientation etc..

6. **Assessment of the plans effectiveness :** Headcount of students using the study areas through a sign-in sheet which would include time of day. Followup needs assessment to be conducted 1996/1997.

7. **Plans for reporting efforts, progress, and results to the Owens community :**

   Creation of a institutional newsletter "meeting student needs". Distribution to include administration, faculty, staff, and the community.

Needs Analysis Procedure

1. **Identified Student Need :**

2. **Current state of the need and its causes :**

3. **Desired state of the need :**

4. **Priority for meeting the need (Desired State of Need - Current State of Need) :**

   ☐ **Low** ☐ **Moderate** ☐ **High**

5. **Plan(s) to meet the need :**

6. **Assessment of the plans effectiveness :**

7. **Plans for reporting efforts, progress, and results to the Owens community :**

References

Benjamin, S. (1989). A closer look at needs analysis and needs assessment : Whatever happened to the systems approach? Performance and Instruction, October, 12-16.

Doucette, D. & Hughes, B.(Eds.) (1990). Accessing Institutional Effectiveness. League for Innovation in the Community College : California.

Gallagher, R.P., Golin, A., & Kelleher, K. (1992). The personal, career, and learning skills needs of college students. Journal of College Student Development, 33, 301-309.

Kaufman, R.A., & English, F.W. (1979). Needs Assessment: Concept and Application. Englewood Cliffs, NJ: Educational Technology Publications.

Kaufman, R.A., (1986b). Assessing needs. In Introduction to Performance Technology, (pp.25-59). Washington, D.C. : The National Society for Performance and Instruction.

Mayer, H., & Kaufman, R.A. (1985). An assessment of needs assessment. Paper presented at the meeting of the National Society for Performance and Instruction, Chicago, Il.

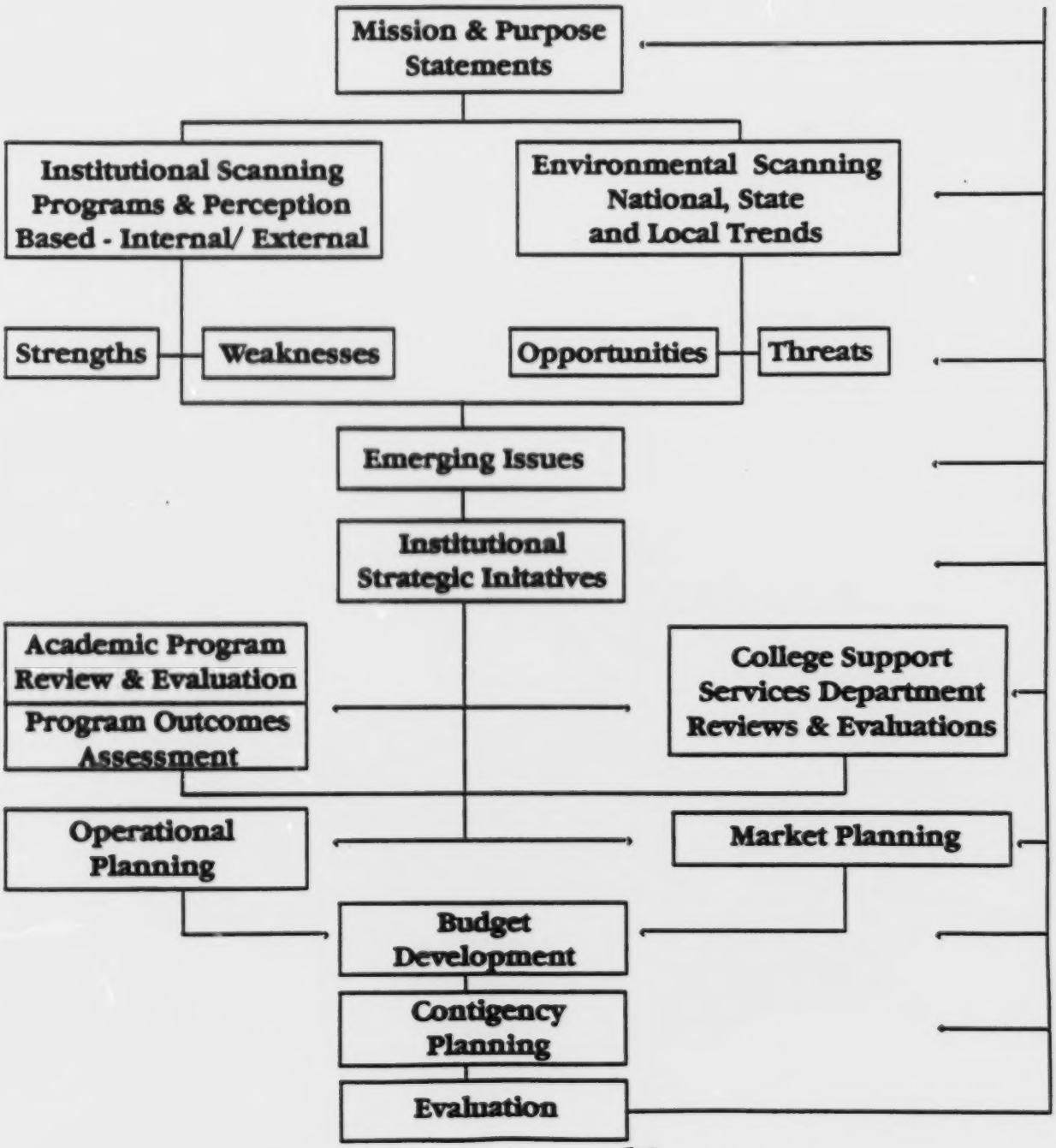
Owens Community College Strategic Plan : 1992-1997.

Witkin, B.R. (1984). Assessing needs in educational and social programs. San Francisco: Jossey-Bass.

Appendix A

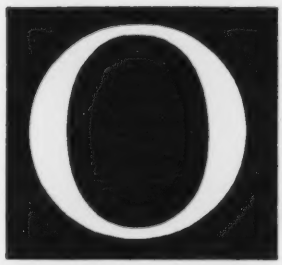
Institutional Effectiveness Process Flowchart

INSTITUTIONAL EFFECTIVENESS PROCESS
(FLOWCHART)



Appendix B

Student Needs Assessment Survey



Owens Technical College

The Owens Technical College student needs assessment survey is designed to evaluate the educational, professional, and personal needs of the Owens college student. By responding to the following questions, you will assist college officials in identifying and developing programs and services that will better address the needs of students like yourself.

The information you give on this survey will be kept strictly confidential. If any item on the survey requests information that you do not wish to provide, feel free to omit it. When you have completed the survey, place it in the stamped envelope and return it to the college. Thank You.

Owens Technical College promotes equal opportunity regardless of age, color, disability, national origin, race, religion or sex.

Indicate how much help you need in each of the following areas by marking the appropriate oval for each item. (Using a pen or pencil) Mark only ONE oval for each item.

EDUCATIONAL

	No Help	A Little Help	Some Help	A Lot of Help	
1. I need	○	○	○	○	to develop mathematical skills
2. I need	○	○	○	○	to develop reading skills
3. I need	○	○	○	○	to develop public speaking skills
4. I need	○	○	○	○	to develop a logical way of thinking
5. I need	○	○	○	○	to develop personal computer skills
6. I need	○	○	○	○	to develop study skills and habits
7. I need	○	○	○	○	to develop test-taking skills
8. I need	○	○	○	○	to develop memory skills
9. I need	○	○	○	○	to develop library and research skills
10. I need	○	○	○	○	to develop writing skills

List help needed in other educational areas: _____

_____

PROFESSIONAL

1. I need	○	○	○	○	to develop management and supervisory skills
2. I need	○	○	○	○	to develop interview skills
3. I need	○	○	○	○	to develop resume writing skills
4. I need	○	○	○	○	to search and apply for a job
5. I need	○	○	○	○	to find internship opportunities
6. I need	○	○	○	○	to learn more about the ethical and professional conduct expected in my career choice
7. I need	○	○	○	○	to develop skills as a team player/working with others
8. I need	○	○	○	○	to work effectively with supervisors and co-workers of different race, gender, and religion
9. I need	○	○	○	○	to communicate effectively at the work place
10. I need	○	○	○	○	to establish professional relationships in my career field

List help needed in other areas of professional development: _____

BEST COPY AVAILABLE

Indicate how much need exists in each of the following areas by marking the appropriate oval for each item. Mark only ONE oval for each item.

COLLEGE FACILITIES/ ENVIRONMENT

	No Need	A Little Need	Some Need	A Lot of Need	
1. There is	○	○	○	○	for a student union
2. There is	○	○	○	○	to expand the library facilities
3. There is	○	○	○	○	to improve the parking facilities
4. There is	○	○	○	○	to improve the cafeteria/food service area
5. There is	○	○	○	○	to improve athletic/fitness facilities
6. There is	○	○	○	○	to expand the child care center
7. There is	○	○	○	○	to improve classrooms and laboratories
8. There is	○	○	○	○	for designated campus study areas
9. There is	○	○	○	○	to improve access to facilities for the physically handicapped
10. There is	○	○	○	○	for a parking lot shuttle bus
11. There is	○	○	○	○	for campus residence halls
12. There is	○	○	○	○	to improve the campus bookstore

List the need to establish or improve other college facilities:

_____

_____

COLLEGE PROCESSES AND ORGANIZATION

	No Need	A Little Need	Some Need	A Lot of Need	
1. There is	○	○	○	○	to revise how students enroll at the college
2. There is	○	○	○	○	to revise how students schedule classes
3. There is	○	○	○	○	to revise the classroom grading system
4. There is	○	○	○	○	to revise the financial aid application process
5. There is	○	○	○	○	to revise the financial aid disbursement process
6. There is	○	○	○	○	to revise the process to purchase parking permits
7. There is	○	○	○	○	to offer a wider variety of classes
8. There is	○	○	○	○	to revise the student advising system
9. There is	○	○	○	○	to offer a wider variety of campus counseling services (Academic, Career, Personal, etc.)
10. There is	○	○	○	○	to revise the method of teaching and instruction
11. There is	○	○	○	○	to offer more career placement services
12. There is	○	○	○	○	to offer a more flexible course schedule (Evening & Weekend classes etc.)
13. There is	○	○	○	○	to offer more part-time campus employment opportunities
14. There is	○	○	○	○	to advertise the student services that are available
15. There is	○	○	○	○	to provide more campus-sponsored tutorial services
16. There is	○	○	○	○	to offer more classes that are transferable to four-year college and university programs
17. There is	○	○	○	○	to adjust the length of academic semesters
18. There is	○	○	○	○	to provide more campus security
19. There is	○	○	○	○	to strengthen the student voice in campus policy development
20. There is	○	○	○	○	to offer a college-sponsored student health insurance program
21. There is	○	○	○	○	to offer a wider variety of student health services
22. There is	○	○	○	○	to accept more work experiences for college credit
23. There is	○	○	○	○	to revise the billing/fee payment procedure
24. There is	○	○	○	○	to help students find housing in the area
25. There is	○	○	○	○	to offer more flexible campus office and facility hours

List any other area of need for improvement in college processes or organization:

PERSONAL

	No Help	A Little Help	Some Help	A Lot of Help	
1. I need	○	○	○	○	to develop time management skills
2. I need	○	○	○	○	to develop money management skills
3. I need	○	○	○	○	to develop decisions making skills
4. I need	○	○	○	○	to develop goal-setting skills
5. I need	○	○	○	○	to improve the perception of myself/self-esteem
6. I need	○	○	○	○	to become more self-assertive(express my opinions and ideas)
7. I need	○	○	○	○	to improve personal motivation
8. I need	○	○	○	○	to develop social skills
9. I need	○	○	○	○	to overcome shyness
10. I need	○	○	○	○	to overcome procrastination/putting things off
11. I need	○	○	○	○	to develop leadership skills
12. I need	○	○	○	○	to develop a sense of purpose and meaning in life
13. I need	○	○	○	○	to become more willing to change and learn new things
14. I need	○	○	○	○	to maintain good physical health
15. I need	○	○	○	○	to become more involved in the community
16. I need	○	○	○	○	to learn more about the customs of different cultures
17. I need	○	○	○	○	to maintain good mental health (dealing with stress, anxiety, nervousness, etc.)
18. I need	○	○	○	○	to become more aware of political and social issues
19. I need	○	○	○	○	to become more aware of my rights, responsibilities, and privileges as a citizen of the United States

List help needed in other areas of personal development:

_____

_____

Please respond to the background information requested below by placing a single mark in the applicable response category or by writing your response in the space provided. Choose only one response per category.

AGE

Less than 18 years old ☐ 18-22 ☐ 23-27 ☐ 28-32 ☐
33-37 ☐ 38-42 ☐ 43-49 ☐ 50 years old or greater ☐

ETHNICITY

African-American ☐ Native-American ☐ Caucasian ☐
Asian-American ☐ Hispanic ☐ Other ☐

GENDER

Male ☐ Female ☐

MARITAL STATUS

☐ Single ☐ Married ☐ Divorced ☐ Widow(er) ☐ Separated

NUMBER OF DEPENDENT CHILDREN

_____

ANNUAL PERSONAL INCOME

Less than $10,000 ☐ $10,000-$19,999 ☐ $20,000-$29,999 ☐
$30,000-$39,999 ☐ $40,000-$49,999 ☐ $50,000 or Greater ☐

YOUR AVERAGE GRADE EARNED IN HIGH SCHOOL

☐ A ☐ B ☐ C ☐ D ☐ F

REASON YOU ENROLLED AT OWENS TECHNICAL COLLEGE

Self-Improvement ☐ Job-Related ☐ Transfer credit ☐ Certification ☐
Complete a Technical Program ☐ Complete an Associate Degree ☐

YOUR COLLEGE PROGRAM AT OWENS

_____

NUMBER OF CREDIT HOURS YOU ARE TAKING THIS SEMESTER

☐ 12 or more hours ☐ 9-11 hours ☐ 6-8 hours ☐ 5 hours or less

NUMBER OF SEMESTERS YOU HAVE COMPLETED AT OWENS

_____

ARE YOU

A new student(1st semester student) ☐ A returning student ☐ a transfer student ☐

WHAT TYPE OF SCHOOL DID YOU ATTEND JUST PRIOR TO ENTERING THIS COLLEGE?

High School ☐ Vocational/Technical School ☐ 2-Year College ☐
4-Year College/University ☐ Graduate/Professional College ☐ Other ☐

WHERE ARE YOU LIVING WHILE ATTENDING OWENS?

Home of Parents ☐ Own Home ☐ Other ☐

ARE YOU CURRENTLY EMPLOYED?

Yes ☐ No ☐

*If yes, how many hours do you work per week on the average? ____

ARE YOU THE FIRST PERSON IN YOUR FAMILY TO ATTEND COLLEGE?

Yes ☐ No ☐

WHAT IS YOUR DAILY ROUND TRIP COMMUTING DISTANCE (IN MILES) TO OWENS

_____

TIME OF DAY YOU ARE USUALLY ON CAMPUS:

Morning ☐ Afternoon ☐ Evening ☐ Weekend ☐

Place the completed survey in the addressed stamped envelope and return it to Owens Technical College. Thank You!

Appendix C

Toledo Tables

Table 1. Top Ten Student Need by Campus

Toledo Campus	*M*	*SD*	*Findlay Campus*	*M*	*SD*
Additional classes transferable to four-year colleges	3.56	0.91	Additional classes transferable to four-year colleges	3.14	0.95
Parking facilities	3.23	0.99	Parking facilities	3.02	1.09
Library facilities	3.00	0.99	Greater variety of classes	2.97	0.95
Designated study areas	2.85	1.02	Acceptance of more work experiences for college credit	2.93	0.98
Acceptance of more work experiences for college credit	2.84	1.04	A more flexible course schedule	2.81	1.13
A more flexible course schedule	2.76	1.10	Designated study areas	2.77	1.01
Advertisement of the student services	2.74	1.00	More career placement services	2.71	1.20
Greater variety of classes	2.73	1.03	Advertisement of the student services	2.69	0.98
College-sponsored student health insurance	2.72	1.13	Library facilities	2.66	1.11
Student union	2.64	1.06	Cafeteria/food service area	2.55	1.22

Spearman Rank Correlation Coefficient: Toledo vs. Findlay r = .84, p = .00.

BEST COPY AVAILABLE

Table 2. Educational Need by Gender: Toledo Campus

Campus	*M*	*SD*	*Male*	*M*	*SD*	*Female*	*M*	*SD*
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2.44	1.05
Personal computer skills	2.38	1.09	Public speaking skills	2.41	1.02	Personal computer skills	2.34	1.08
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Test-taking skills	2.12	1.04	Memory skills	2.19	0.99	Test-taking skills	2.13	1.09
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Writing skills	2.05	0.97	Test-taking skills	2.08	0.95	Writing skills	1.97	0.97
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mathematical skills	1.91	1.02	Mathematical skills	1.90	0.98	Library and research skills	1.89	0.97
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Reading skills	1.50	0.81	Reading skills	1.61	0.84	Reading skills	1.44	0.79

Spearman Rank Correlation Coefficient: Campus vs. Male r = .92, p = .00; Campus vs. Female r = .98, p = .00; Male vs. Female r = .91, p = .00.

Table 3. Educational Need by Race: Toledo Campus

Campus	*M*	*SD*	*Caucasian*	*M*	*SD*	*Minority*	*M*	*SD*
Public speaking skills	2.43	1.04	Public speaking skills	2.41	1.03	Personal computer skills	2.59	1.09
Personal computer skills	2.38	1.09	Personal computer skills	2.31	1.09	Public speaking skills	2.50	1.07
Memory skills	2.16	1.02	Memory skills	2.13	1.03	Writing skills	2.44	1.04
Test-taking skills	2.12	1.04	Study skills	2.03	1.00	Test-taking skills	2.40	1.03
Study skills	2.10	1.01	Test-taking skills	2.03	1.03	Study skills	2.33	1.04
Writing skills	2.05	0.97	Writing skills	1.93	0.93	Memory skills	2.31	1.00
Library and research skills	1.92	0.95	Library and research skills	1.85	0.93	Mathematical skills	2.19	1.07
Mathematical skills	1.91	1.02	Mathematical skills	1.82	0.99	Library and research skills	2.13	0.98
Logical thinking skills	1.72	0.85	Logical thinking skills	1.65	0.81	Logical thinking skills	1.93	0.92
Reading skills	1.50	0.81	Reading skills	1.42	0.74	Reading skills	1.78	0.97

Spearman Rank Correlation Coefficient: Campus vs. Caucasian r = .99, p = .00; Campus vs. Minority r = .86, p = .00; Caucasian vs. Minority r = .86, p = .00.

BEST COPY AVAILABLE

Table 4. Educational Need by Technology: Toledo Campus

Campus	*M*	*SD*	*Business*	*M*	*SD*	*Health*	*M*	*SD*
Public speaking skills	2.43	1.04	Public speaking skills	2.40	1.00	Personal computer skills	2.38	1.09
Personal computer skills	2.38	1.09	Personal computer skills	2.36	1.08	Public speaking skills	2.37	1.05
Memory skills	2.16	1.02	Test-taking skills	2.14	1.09	Memory skills	2.12	1.04
Test-taking skills	2.12	1.04	Study skills	2.10	1.07	Test-taking skills	2.09	1.04
Study skills	2.07	1.01	Memory skills	2.07	1.02	Study skills	2.03	1.02
Writing skills	2.05	0.97	Writing skills	2.02	0.94	Writing skills	1.99	0.98
Library and research skills	1.94	0.93	Library and research skills	1.91	0.92	Library and research skills	1.92	0.98
Mathematical skills	1.91	1.02	Library and research skills	1.86	0.91	Mathematical skills	1.88	1.01
Social interaction skills	1.72	0.84	Social interaction skills	1.71	0.82	Social interaction skills	1.68	0.84
Reading skills	1.50	0.81	Reading skills	1.50	0.80	Reading skills	1.44	0.80

Spearman Rank Correlation Coefficient: Campus vs. Business r = .95, p = .00; Campus vs. Health r = .98, p = .00; Business vs. Health r = .93, p = .00.

BEST COPY AVAILABLE

Table 5. Educational Need by Technology: Toledo Campus

Campus	*M*	*SD*	*Industrial/Engineering*	*M*	*SD*	*Public Service*	*M*	*SD*
Public speaking skills	2.43	1.04	Public speaking skills	2.42	1.00	Personal computer skills	2.34	1.18
Personal computer skills	2.38	1.09	Personal computer skills	2.38	1.09	Test-taking skills	2.25	1.03
Memory skills	2.16	1.02	Memory skills	2.26	1.00	Memory skills	2.16	0.98
Test-taking skills	2.12	1.04	Writing skills	2.21	0.98	Study skills	2.14	0.95
Study skills	2.10	1.01	Study skills	2.11	0.97	Public speaking skills	2.10	0.99
Writing skills	2.05	0.97	Test-taking skills	2.08	0.99	Writing skills	2.08	0.98
Library and research skills	1.95	0.98	Library and research skills	1.88	0.98	Mathematical skills	1.95	1.03
Mathematical skills	1.91	1.02	Mathematical skills	1.88	0.98	Library and research skills	1.95	0.98
Typing skills	1.83	0.83	Typing skills	1.85	0.83	Typing skills	1.68	0.80
Reading skills	1.50	0.81	Reading skills	1.61	0.83	Reading skills	1.49	0.72

Spearman Rank Correlation Coefficient: Campus vs. Industrial/Engineering r = .95, p = .00; Campus vs. Public Service r = .84, p = .00; Industrial/Engineering vs. Public Service r = .73, p = .00.

Table 6. Educational Need Cited by Student: Toledo Campus

- Spelling and sign language.
- Technical sciences (RN/RDT).
- Physical sciences.
- Have tutors available for technology.
- Understand sociology.
- Algebra.
- Anything to do with computers.
- Reading comprehension and spelling.
- Nursing students should receive foriegn and sign language as a Humanity.
- Science (Chemistry).
- Math related sciences.
- Basic grammer skills.
- Computer programming/Design.
- Writing skills.

Table 7. Professional Need by Gender: Toledo Campus

Campus	*M*	*SD*	*Male*	*M*	*SD*	*Female*	*M*	*SD*
Resume writing skills	2.38	0.98	Resume writing skills	2.38	0.97	Internship opportunities	2.40	1.13
Internship opportunities	2.36	1.13	Interview skills	2.31	0.94	Resume writing skills	2.38	0.99
Interview skills	2.32	0.95	Internship opportunities	2.27	1.12	Interview skills	2.33	0.96
Management and supervisory skills	2.29	1.00	Management and supervisory skills	2.26	0.91	Management and supervisory skills	2.31	1.04
Job search and application skills	2.11	1.01	Job search and application skills	2.07	1.00	Job search and application skills	2.17	1.03
Ethical/professional conduct skills	2.06	1.00	Networking skills	2.04	0.95	Ethical/professional conduct skills	2.13	1.02
Networking skills	1.93	0.97	Ethical/professional conduct skills	2.03	1.01	Networking skills	2.02	0.98
Communication skills at work	1.75	0.85	Communication skills at work	1.77	0.84	Communication skills at work	1.73	0.85
Team player skills	1.54	0.80	Team player skills	1.57	0.81	Team player skills	1.53	0.78
Work effectively with supervisors and co-workers of different race, gender, and religion	1.35	0.68	Work effectively with supervisors and co-workers of different race, gender, and religion	1.38	0.67	Work effectively with supervisors and co-workers of different race, gender, and religion	1.33	0.68

Spearman Rank Correlation Coefficient: Campus vs. Male r = .97, p = .00; Campus vs. Female r = .98, p = .00; Male vs. Female r = .95, p = .00.

BEST COPY AVAILABLE

Table 8. Professional Need by Race: Toledo Campus

Campus	*M*	*SD*	*Caucasian*	*M*	*SD*	*Minority*	*M*	*SD*
Resume writing skills	2.34	0.98	Resume writing skills	2.32	0.96	Resume writing skills	2.57	1.03
Internship opportunities	2.36	1.13	Internship opportunities	2.31	1.11	Internship opportunities	2.51	1.19
Interview skills	2.32	0.95	Interview skills	2.28	0.92	Interview skills	2.49	1.01
Management and supervisory skills	2.29	1.00	Management and supervisory skills	2.26	0.98	Management and supervisory skills	2.42	1.05
Job search and application skills	2.25	1.03	Job search and application skills	2.20	1.00	Job search and application skills	2.38	1.11
Ethical/professional conduct skills	2.06	1.00	Ethical/professional conduct skills	1.98	0.94	Ethical/professional conduct skills	2.30	1.10
Networking skills	2.03	0.97	Networking skills	1.98	0.95	Networking skills	2.19	1.01
Communication skills at work	1.75	0.85	Communication skills at work	1.72	0.81	Communication skills at work	1.78	0.92
Team player skills	1.57	0.80	Team player skills	1.55	0.77	Team player skills	1.60	0.88
Work effectively with supervisors and co-workers of different race, gender, and religion	1.35	0.68	Work effectively with supervisors and co-workers of different race, gender, and religion	1.33	0.65	Work effectively with supervisors and co-workers of different race, gender, and religion	1.38	0.72

Spearman Rank Correlation Coefficient: Campus vs. Caucasian r = 1.00, p = .00; Campus vs. Minority r = 1.00, p = .00; Caucasian vs. Minority r = 1.00, p = .00.

Table 9. Professional Need by Technology: Toledo Campus

Campus	*M*	*SD*	*Business*	*M*	*SD*	*Health*	*M*	*SD*
Resume writing skills	2.38	0.98	Management and supervisory skills	2.43	0.99	Resume writing skills	2.38	1.00
Internship opportunities	2.36	1.13	Interview skills	2.43	0.97	Internship opportunities	2.38	1.12
Interview skills	2.32	0.95	Resume writing skills	2.41	0.91	Interview skills	2.28	0.94
Management and supervisory skills	2.29	1.00	Job search and application skills	2.36	1.04	Management and supervisory skills	2.22	1.01
Job search and application skills	2.21	1.03	Internship opportunities	2.34	1.08	Job search and application skills	2.19	1.02
Ethical/professional conduct skills	2.06	1.00	Networking skills	2.15	0.97	Ethical/professional conduct skills	2.09	1.01
Networking skills	2.03	0.97	Ethical/professional conduct skills	2.13	0.99	Networking skills	1.96	0.95
Communication skills at work	1.75	0.85	Communication skills at work	1.94	0.86	Communication skills at work	1.67	0.82
Team player skills	1.57	0.76	Team player skills	1.71	0.71	Team player skills	1.54	0.80
Work effectively with supervisors and co-workers of different race, gender, and religion	1.35	0.68	Work effectively with supervisors and co-workers of different race, gender, and religion	1.42	0.69	Work effectively with supervisors and co-workers of different race, gender, and religion	1.34	0.70

Spearman Rank Correlation Coefficient: Campus vs. Business r = .84, p = .00; Campus vs. Health r = .99, p = .00; Business vs. Health r = .83, p = .00.

Table 10. Professional Need by Technology: Toledo Campus

Campus	*M*	*SD*	*Industrial/Engineering*	*M*	*SD*	*Public Service*	*M*	*SD*
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Internship opportunities	2.36	1.13	Management and supervisory skills	2.36	0.98	Interview skills	2.27	0.98
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Management and supervisory skills	2.29	1.00	Internship opportunities	2.35	1.11	Internship opportunities	2.22	1.17
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ethical/professional conduct skills	2.06	1.00	Networking skills	2.25	0.98	Ethical/professional conduct skills	2.04	0.97
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Communication skills at work	1.75	0.85	Communication skills at work	1.85	0.89	Communication skills at work	1.54	0.78
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Work effectively with supervisors and co-workers of different race, gender, and religion	1.35	0.68	Work effectively with supervisors and co-workers of different race, gender, and religion	1.36	0.66	Work effectively with supervisors and co-workers of different race, gender, and religion	1.22	0.53

Spearman Rank Correlation Coefficient: Campus vs. Industrial/Engineering r = .91, p = .00; Campus vs. Public Service r = .93, p = .00; Industrial/Engineering vs. Public Service r = .90, p = .00.

BEST COPY AVAILABLE

Table 11. Professional Need Cited by Student: Toledo Campus

- Typing professional essays.
- Computer programming Novell, Fortran, Industrial standards.
- Communicate with supervisor.
- Advancement.
- Job seeking and professional relations.
- Working with different personality types.
- A medical ethics course.
- Writing down what I am thinking.
- Customer service skills.
- Search for job opportunities.
- Leadership.

Table 12. Facility/Environment Need by Gender: Toledo Campus

Campus	*M*	*SD*	*Male*	*M*	*SD*	*Female*	*M*	*SD*
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.94
Library facilities	3.00	0.99	Library facilities	2.93	1.00	Library facilities	3.03	0.98
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1.00
Student union	2.64	1.06	Campus bookstore	2.59	1.05	Student union	2.69	1.07
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1.05
Parking lot shuttle bus	2.40	1.18	Athletic/fitness center	2.37	1.07	Parking lot shuttle bus	2.55	1.17
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1.11
Expanded child care center	2.36	1.09	Access to facilities for the physically handicapped	2.27	0.96	Access to facilities for the physically handicapped	2.46	0.96
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1.04
Classrooms and laboratories	2.32	0.96	Expanded child care center	2.11	1.02	Athletic/fitness center	2.33	1.11
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.95
Campus residence halls	2.08	1.08	Campus residence halls	1.99	1.05	Campus residence halls	2.12	1.10

Spearman Rank Correlation Coefficient: Campus vs. Male r = .82, p = .00; Campus vs. Female r = .96, p = .00; Male vs. Female r = .76, p = .00.

BEST COPY AVAILABLE

Table 13. Facility/Environment Need by Race: Toledo Campus

Campus	*M*	*SD*	*Caucasian*	*M*	*SD*	*Minority*	*M*	*SD*
Parking facilities	3.23	0.99	Parking facilities	3.23	0.98	Parking facilities	3.23	1.01
Library facilities	3.00	0.99	Library facilities	3.00	0.99	Library facilities	2.99	1.00
Designated study areas	2.83	1.02	Designated study areas	2.83	1.02	Designated study areas	2.95	0.94
Student union	2.64	1.06	Student union	2.62	1.07	Campus bookstore	2.71	1.05
Campus bookstore	2.59	1.05	Campus bookstore	2.59	1.05	Student union	2.68	1.01
Parking lot shuttle bus	2.40	1.18	Parking lot shuttle bus	2.37	1.17	Access to facilities for the physically handicapped	2.58	0.95
Access to facilities for the physically handicapped	2.40	0.97	Access to facilities for the physically handicapped	2.34	0.97	Athletic/fitness center	2.50	1.11
Expanded child care center	2.36	1.09	Expanded child care center	2.34	1.08	Cafeteria/food service area	2.50	1.08
Athletic/fitness center	2.35	1.09	Classrooms and laboratories	2.33	0.94	Expanded child care center	2.47	1.15
Classrooms and laboratories	2.32	0.96	Athletic/fitness center	2.31	1.08	Parking lot shuttle bus	2.47	1.18
Cafeteria/food service area	2.30	1.03	Cafeteria/food service area	2.25	1.00	Classrooms and laboratories	2.30	1.02
Campus residence halls	2.08	1.08	Campus residence halls	2.04	1.07	Campus residence halls	2.22	1.11

Spearman Rank Correlation Coefficient: Campus vs. Caucasian r = .98, p = .00; Campus vs. Minority r = .89, p = .00; Caucasian vs. Minority r = .84, p = .00.

BEST COPY AVAILABLE

Table 14. Facility/Environment Need by Technology: Toledo Campus

Campus	*M*	*SD*	*Business*	*M*	*SD*	*Health*	*M*	*SD*
Parking facilities	3.43	0.99	Parking facilities	3.42	0.94	Parking facilities	3.25	0.98
Library facilities	3.00	0.99	Library facilities	3.12	0.95	Library facilities	2.97	0.99
Designated study areas	2.93	1.02	Designated study areas	2.96	1.05	Designated study areas	2.91	1.01
Student union	2.64	1.06	Student union	2.73	1.00	Student union	2.64	1.11
Campus bookstore	2.61	1.00	Campus bookstore	2.65	1.05	Campus bookstore	2.57	1.05
Parking lot shuttle bus	2.40	1.18	Access to facilities for the physically handicapped	2.50	0.96	Parking lot shuttle bus	2.48	1.18
Access to facilities for the physically handicapped	2.40	0.97	Expanded child care center	2.41	1.01	Expanded child care center	2.40	1.12
Expanded child care center	2.36	1.09	Parking lot shuttle bus	2.36	1.19	Access to facilities for the physically handicapped	2.35	0.95
Athletic/fitness center	2.33	1.09	Athletic/fitness center	2.31	1.02	Athletic/fitness center	2.28	1.09
Classrooms and laboratories	2.32	0.96	Classrooms and laboratories	2.32	0.91	Cafeteria/food service area	2.29	1.02
Cafeteria/food service area	2.30	1.03	Cafeteria/food service area	2.30	1.04	Classrooms and laboratories	2.28	0.97
Campus residence halls	2.08	1.08	Campus residence halls	2.10	1.12	Campus residence halls	2.05	1.09

Spearman Rank Correlation Coefficient: Campus vs. Business r = .92, p = .00; Campus vs. Health r = .98, p = .00; Business vs. Health r = .89, p = .00.

BEST COPY AVAILABLE

Table 15. Facility/Environment Need by Technology: Toledo Campus

Campus	*M*	*SD*	*Industrial/Engineering*	*M*	*SD*	*Public Service*	*M*	*SD*
Parking facilities	3.23	0.99	Parking facilities	2.97	1.04	Parking facilities	3.34	1.02
Library facilities	3.00	0.99	Library facilities	2.91	0.98	Library facilities	3.05	1.07
Designated study areas	2.85	1.02	Campus bookstore	2.61	1.05	Designated study areas	2.93	0.95
Student union	2.64	1.06	Designated study areas	2.58	1.03	Campus bookstore	2.65	1.03
Campus bookstore	2.61	1.05	Student union	2.56	0.98	Access to facilities for the physically handicapped	2.65	0.99
Parking lot shuttle bus	2.40	1.18	Classrooms and laboratories	2.42	0.96	Expanded child care center	2.62	1.08
Access to facilities for the physically handicapped	2.40	0.97	Access to facilities for the physically handicapped	2.29	1.01	Parking lot shuttle bus	2.56	1.20
Expanded child care center	2.36	1.09	Athletic/fitness center	2.25	1.00	Student union	2.52	1.04
Athletic/fitness center	2.35	1.09	Cafeteria/food service area	2.23	1.03	Athletic/fitness center	2.47	1.13
Classrooms and laboratories	2.32	0.96	Expanded child care center	2.19	1.06	Cafeteria/food service area	2.43	1.04
Cafeteria/food service area	2.30	1.03	Parking lot shuttle bus	2.11	1.12	Classrooms and laboratories	2.41	0.95
Campus residence halls	2.08	1.08	Campus residence halls	1.94	0.95	Campus residence halls	2.37	1.13

Spearman Rank Correlation Coefficient: Campus vs. Industrial/Engineering r = .81, p = .00; Campus vs. Public Service r = .90, p = .00; Industrial/Engineering vs. Public Service r = .72, p = .00.

BEST COPY AVAILABLE

Table 16. Facility/Environment Need Cited by Student: Toledo Campus

- More open computer lab time in the evening.
- Food is too expensive.
- Enclose walk bridge with a tarp for the winter.
- INDOOR POOL - Open convienent hours.
- Computerized card catalog and more InfoTrac computers in the library.
- More low fat choices in the cafeteria.
- Need a walk bridge from Health Technology building to parking lots L and M.
- Day care expansion.
- Rain shelter for smoking crowd.
- Parking ramp close to buildings.
- More phones in more areas.
- Shuttle in winter.
- There is a need for more copy machines.
- Need for yearly orientation to library for new and returning students.
- Use tables and chairs for larger students to be more comfortable.
- I would like a four year degree from Owens.
- Book store should be open on Saturdays.
- Access restrooms for handicapped.
- Increase study/lounge areas.
- More detailed campus map.
- Need study area in Health Technology building to avoid walking in cold/rain.
- Copy cards would be very nice.
- Need a student run newspaper.
- Later times in the evening for aerobic classes.
- Develop extracurricular hand-out.
- Expand childcare to weekends.
- Larger computer lab.
- Internship program for professional development.
- More lockers.
- Food service in Industrial technology building.
- Need student union.

Table 16 (continued). Facility/Environment Need Cited by Student: Toledo Campus

- Improve building cleaning.
- Need dorms.
- Not enough used books.
- Longer bookstore hours.
- The college needs a quiet place to study and maybe a place to take a nap.
- Update mainframe program/process computer.
- Improve handicap parking facilities.
- Study halls would be a great asset to the students.
- Install flashing light over crossing.
- Quiet study area in Engineering technologies building.
- Extra credit for work experience.
- Establish a free weight work-out facility.
- Athletic/fitness facilities should be open summer semester also.
- Engineering technology lab equipment is obsolete.
- Security/police.
- More classes and labs for evening students.
- Emergency phones/Escort services.
- Make a rule - No children in classrooms.
- Better lighting in parking lot.
- More microwaves in cafeteria.
- Multi-level parking garage.
- More bus run times to and from Owens.
- Bus from parking lot.
- Bus on weekend.
- At least one inside smoking area.
- Security in the evening.
- More lights in Engineering technologies building entrance.
- More bathrooms.

Table 17. Institutional Process/Organizational Need by Gender: Toledo Campus

Campus	*M*	*SD*	*Male*	*M*	*SD*	*Female*	*M*	*SD*
Additional classes transferable to four-year colleges	3.56	0.91	Additional classes transferable to four-year colleges	3.24	0.96	Additional classes transferable to four-year colleges	3.42	0.87
Acceptance of more work experiences for college credit	2.84	1.04	Acceptance of more work experiences for college credit	2.79	1.04	Acceptance of more work experiences for college credit	2.87	1.04
A more flexible course schedule	2.77	1.11	A more flexible course schedule	2.72	1.08	College-sponsored student health insurance	2.86	1.09
Advertisement of available student services	2.74	1.00	Advertisement of available student services	2.63	1.00	Greater variety of classes	2.83	1.03
Greater variety of classes	2.73	1.03	Greater variety of classes	2.62	1.01	Advertisement of available student services	2.80	0.99
College-sponsored student health insurance	2.72	1.13	More career placement services	2.48	1.02	A more flexible course schedule	2.78	1.13
More student health services	2.59	1.06	College-sponsored student health insurance	2.43	1.15	More student health services	2.72	1.03
More career placement services	2.54	1.02	More flexible campus office and facility hours	2.38	1.04	More career placement services	2.56	1.01
More flexible campus office and facility hours	2.51	1.07	More student health services	2.36	1.06	More part-time campus employment opportunities	2.53	1.04
More part-time campus employment opportunities	2.44	1.03	Stronger the student voice in campus policy development	2.34	1.02	More flexible campus office and facility hours	2.51	1.08
Stronger student voice in campus policy development	2.42	1.01	More part-time campus employment opportunities	2.32	1.03	Stronger the student voice in campus policy development	2.46	1.00
Revised student advising system	2.41	1.05	More campus counseling services	2.31	0.98	Revised student advising system	2.45	1.08
More campus counseling services	2.38	1.01	Revised student advising system	2.30	1.01	More campus counseling services	2.43	1.02
More campus-sponsored tutorial services	2.35	0.95	More part-time campus employment opportunities	2.28	1.00	Revised financial aid application process	2.41	1.13
Revised financial aid application process	2.34	1.13	Revised financial aid application process	2.20	1.10	Revised financial aid disbursement process	2.39	1.14
Revised financial aid disbursement process	2.32	1.14	Revised financial aid disbursement process	2.19	1.13	More campus security	2.38	1.02
Revised billing/fee payment procedure	2.23	1.08	More campus security	2.10	1.03	More campus-sponsored tutorial services	2.37	0.97
More campus security	2.22	1.01	Revised method of teaching & instruction	2.08	0.94	Revised billing/fee payment procedure	2.32	1.10
Revised student scheduling of classes	2.16	1.03	Revised billing/fee payment procedure	2.05	1.01	Revised student scheduling of classes	2.22	1.04
Help find housing in the area	2.16	1.01	Revised student scheduling of classes	2.03	0.99	Help find housing in the area	2.21	1.03

Spearman Rank Correlation Coefficient: Campus vs. Male r = .98, p = .00; Campus vs. Female r = .98, p = .00; Male vs. Female r = .95, p = .00.

BEST COPY AVAILABLE

Table 18. Institutional Process/Organizational Need by Race: Toledo Campus

Campus	*M*	*SD*	*Caucasian*	*M*	*SD*	*Minority*	*M*	*SD*
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.89	[illegible]	3.32	0.93
Acceptance of more work experiences for college credit	2.84	1.04	Acceptance of more work experiences for college credit	2.84	1.03	A more flexible course schedule	2.90	1.04
A more flexible course schedule	2.77	1.10	[illegible]	[illegible]	1.17	Acceptance of more work experiences for college credit	2.86	1.03
Advertisement of available student services	2.74	1.00	Greater variety of classes	2.72	1.02	Advertisement of available student services	2.83	0.99
Greater variety of classes	2.73	1.01	[illegible]	[illegible]	1.02	Greater variety of classes	2.81	1.07
College-sponsored student health insurance	2.72	1.13	Advertisement of available student services	2.71	1.00	More career placement services	2.75	1.00
More student health services	2.71	1.04	[illegible]	[illegible]	1.04	More part-time campus employment opportunities	2.71	1.05
More career placement services	2.54	1.02	More career placement services	2.47	1.01	College-sponsored student health insurance	2.70	1.12
More flexible campus office and facility hours	2.51	1.07	[illegible]	[illegible]	1.04	More student health services	2.61	1.02
More part-time campus employment opportunities	2.44	1.03	Stronger the student voice in campus policy development	2.43	1.01	More flexible campus office and facility hours	2.58	1.09
Stronger the student voice in campus policy development	2.42	1.01	[illegible]	[illegible]	1.04	More campus-sponsored tutorial services	2.54	1.01
Revised student advising system	2.41	1.05	More campus counseling services	2.37	1.00	More campus counseling services	2.54	1.03
More campus counseling services	2.40	1.00	[illegible]	[illegible]	1.00	[illegible]	2.51	1.12
More campus-sponsored tutorial services	2.35	0.95	Revised financial aid application process	2.32	1.12	Revised billing/fee payment procedure	2.43	1.09
Revised financial aid application process	2.33	1.14	[illegible]	[illegible]	1.14	Stronger the student voice in campus policy development	2.41	0.99
Revised financial aid disbursement process	2.32	1.14	More campus-sponsored tutorial services	2.29	0.93	Revised financial aid disbursement process	2.41	1.14
Revised billing/fee payment procedure	2.31	1.12	[illegible]	[illegible]	1.08	Revised student advising system	2.40	1.03
More campus security	2.22	1.01	More campus security	2.19	1.00	Help find housing in the area	2.39	1.07
Revised student advising system	2.20	1.03	[illegible]	[illegible]	1.03	More campus security	2.28	1.00
Help find housing in the area	2.16	1.01	Revised method of teaching & instruction	2.11	0.93	Revised method of teaching & instruction	2.20	0.93

Spearman Rank Correlation Coefficient: Campus vs. Caucasian r = .98, p = .00; Campus vs. Minority r = .96, p = .00; Caucasian vs. Minority r = .92, p = .00.

BEST COPY AVAILABLE

Table 19. Institutional Process/Organization Need by Technology: Toledo Campus

Campus	*M*	*SD*	*Business*	*M*	*SD*	*Health*	*M*	*SD*
Additional classes available to four-year college	3.36	0.91	Additional classes available to four-year college	3.51	0.83	Additional classes available to four-year college	3.39	0.86
Acceptance of more work experiences for college credit	2.84	1.04	A more flexible course schedule	2.97	1.08	College-sponsored student health insurance	2.83	1.11
A more flexible course schedule	2.76	1.01	Acceptance of more work experiences for college credit	2.94	1.03	Acceptance of more work experiences for college credit	2.78	1.04
Advertisement of available student services	2.74	1.00	Advertisement of available student services	2.87	0.98	Greater variety of classes	2.75	1.01
Greater variety of classes	2.71	1.01	Greater variety of classes	2.85	1.03	Advertisement of available student services	2.71	1.00
College-sponsored student health insurance	2.72	1.13	College-sponsored student health insurance	2.67	1.14	More student health services	2.71	1.05
More student health services	2.66	1.10	More student health services	2.71	1.10	Stronger student voice in campus policy development	2.66	1.12
More career placement services	2.54	1.02	More career placement services	2.61	1.08	More career placement services	2.51	1.01
More flexible course schedule	2.51	1.03	Revised student advising system	2.60	1.08	More flexible course schedule	2.47	1.08
More part-time campus employment opportunities	2.44	1.03	Stronger student voice in campus policy development	2.55	1.05	More part-time campus employment opportunities	2.40	1.02
Stronger student voice in campus policy development	2.42	1.01	More part-time campus employment opportunities	2.57	1.00	More campus-sponsored tutorial services	2.39	1.00
Revised student advising system	2.41	1.05	Revised student advising system	2.51	1.06	More campus counseling services	2.39	1.02
More campus counseling services	2.40	1.01	More campus counseling services	2.49	1.00	Revised student advising system	2.39	1.08
More campus-sponsored tutorial services	2.35	0.95	Revised financial aid disbursement process	2.48	1.16	Revised financial aid application process	2.37	1.12
Revised financial aid application process	2.41	1.03	More campus-sponsored tutorial services	2.43	1.03	More campus-sponsored tutorial services	2.36	0.96
Revised financial aid disbursement process	2.32	1.14	More campus security	2.41	1.05	Revised financial aid disbursement process	2.34	1.15
Revised billing/fee payment procedure	2.31	1.05	More campus counseling services	2.40	0.98	Revised billing/fee payment procedure	2.24	1.12
More campus security	2.22	1.01	Revised billing/fee payment procedure	2.34	1.08	More campus security	2.23	1.00
Revised student scheduling of classes	2.19	1.02	Revised student scheduling of classes	2.26	1.00	Revised student scheduling of classes	2.21	1.03
Help find housing in the area	2.16	1.01	Help find housing in the area	2.19	1.00	Method of teaching and instruction	2.16	0.93

Spearman Rank Correlation Coefficient: Campus vs. Business r = .98, p = .00; Campus vs. Health r = .98, p = .00; Business vs. Public Service r = .96, p = .00.

BEST COPY AVAILABLE

Table 20. Institutional Process/Organizational Need by Technology: Toledo Campus

Campus	*M*	*SD*	*Industrial/Engineering*	*M*	*SD*	*Public Service*	*M*	*SD*
Additional classes transferable to 4-year colleges	3.36	0.91	Additional classes transferable to 4-year colleges	3.12	1.01	Additional classes transferable to 4-year colleges	3.19	1.08
Acceptance of more work experiences for college credit	2.84	1.04	A more flexible course schedule	2.86	1.05	Acceptance of more work experiences for college credit	3.01	1.01
A more flexible course schedule	2.76	1.10	Acceptance of more work experiences for college credit	2.81	1.02	Advertisement of available student services	2.80	1.04
Advertisement of available student services	2.74	1.00	Advertisement of available student services	2.64	0.98	Greater flexible course schedule	2.80	1.07
Greater variety of classes	2.73	1.03	Greater variety of classes	2.53	1.01	College-sponsored student health insurance	2.78	1.05
College-sponsored student health insurance	2.72	1.13	More career placement services	2.48	0.97	More career placement services	2.69	1.01
More student health services	2.56	1.02	More flexible campus offices and facility hours	2.42	1.10	More part-time campus employment opportunities	2.64	1.10
More career placement services	2.54	1.02	College-sponsored student health insurance	2.40	1.13	More variety of classes	2.63	1.04
More flexible campus offices and facility hours	2.47	1.01	Stronger student voice in campus policy development	2.34	1.01	More student health services	2.53	0.98
More part-time campus employment opportunities	2.44	1.03	More student health services	2.33	1.02	Additional campus counseling services	2.50	0.98
Stronger student voice in campus policy development	2.42	1.01	Student advising system	2.31	0.97	Revised financial aid application process	2.45	1.19
Student advising system	2.41	1.05	More campus-sponsored tutorial services	2.31	0.95	More flexible campus offices and facility hours	2.45	0.90
Additional campus counseling services	2.36	1.01	Additional campus counseling services	2.29	0.96	Student advising system	2.43	1.02
More campus-sponsored tutorial services	2.35	0.95	More part-time campus employment opportunities	2.28	0.98	Stronger student voice in campus policy development	2.43	0.95
Revised financial aid application process	2.33	1.11	Revised method of teaching & instruction	2.18	0.93	Revised financial aid disbursement process	2.39	1.11
Revised financial aid disbursement process	2.32	1.14	Revised financial aid application process	2.14	1.07	Help students find housing in the area	2.33	1.08
Revised billing/fee payment procedure	2.25	1.09	Revised billing/fee payment procedure	2.10	1.03	Revised billing/fee payment procedure	2.32	0.95
More campus security	2.22	1.01	Revised financial aid disbursement process	2.05	1.06	More campus-sponsored tutorial services	2.29	0.83
Revised student scheduling of classes	2.16	1.02	Help students find housing in the area	2.01	0.94	More campus security	2.14	1.01
Help students find housing in the area	2.16	1.01	Revised student scheduling of classes	1.96	1.00	Revised method of teaching & instruction	2.05	0.95

Spearman Rank Correlation Coefficient: Campus vs. Industrial/Engineering r = .95, p = .00; Campus vs. Public Service r = .96, p = .00; Industrial/Engineeing vs. Public Service r = .90, p = .00.

BEST COPY AVAILABLE

Table 21. Institutional Process/Organizational Need Cited by Student: Toledo Campus

- There is a lot of need to revise your add/drop policies.
- No kids in classes.
- That the advisor for each student is fully aware of what and when his/her student should take classes.
- In need of lockers.
- Immunization shots ex. titer counts should be offered by college for Nursing students.
- More flexible office hours. (Evening)
- More weekend classes.
- Schedule/Add/Drop classes by phone.
- Look at bad evaluations. Listen to complaints.
- Would like to have easier transferablility of credits.
- Laboratory for different subjects. (Ex. physics and statistics)
- CHEAPER tuition.
- We need student health insurance and an on campus clinic with a doctor.
- Financial Aid should be given to anyone who need financial help.
- More security. Health insurance.
- More job placement. Guidance counselors available in the evening.
- More full time instructors.
- Have registration advisors available in the evening.
- Screen teachers better.
- Instead of night classes being held two nights, one hour each night, why not have it one night for two hours?
- Offer more flexible day classes.
- Lab assistants should help instruct students.
- Life science lab requires the same amount of studying as lecture, but is only a small percentage of the grade.
- Need more seat availability for Physical Therapy and other health programs.
- Make it easier for full-time workers to register.

Table 21 (continued). Institutional Process/Organizational Need Cited by Student: Toledo Campus

- Revise bus transportation for frequent riders.
- Should cancel classes more often for bad weather.
- Registration requirement GPA. Financial Aid check before classes begin.
- Financial Aid needs a lot of adjustment! Middle class kids need more alternatives.
- I think it is unfair that the Ultrasound students have to pay a $150 lab fee and they don't even use the labs at school.
- I feel there needs to be more instructors for all the health technologies.
- Offer activities on weekends.
- Review teacher conduct and rules.
- Better financial aid distribution.
- Requirements for nursing are backwards.
- Summer library hours are too short.
- Advising hours are poor.
- Inform of graduation misqualifications sooner.
- Have the ATL lab open later.
- A 95% or higher for an A grading scale takes away incentive.
- Allow more resource material to be checked out of the library.
- Set up Physical Therapy Assistant classes and clinical to accommodate part time students.
- Advertise all financial aid available to the students.
- Residence halls close to Owens with a bus.
- Additional accounting sections needed.
- Make programs larger to decrease the wait.
- Instructors should be sensitive to students needs.
- Great need for Optical clinic.
- Consistent grading and testing.
- Grading systems should be established throughout.
- More time to pay off tuition.
- Need picture ID's.
- Change residency determination.
- Inform more high school about Owens registration.

Table 22. Personal Need by Gender: Toledo Campus

Campus	*M*	*SD*	*Male*	*M*	*SD*	*Female*	*M*	*SD*
Maintain good mental health	2.37	1.07	Overcome procrastination	2.30	1.03	Maintain good mental health	2.51	1.08
Overcome procrastination	2.31	1.06	Maintain good mental health	2.09	1.00	Overcome procrastination	2.32	1.08
Leadership skills	2.15	0.93	Time management skills	2.07	0.91	Become more aware of political and social issues	2.23	1.00
Become more aware of political and social issues	2.15	0.98	Leadership skills	2.07	0.91	Become more self-assertive	2.22	1.07
Become more self-assertive	2.13	1.04	Maintain good physical health	2.02	1.00	Leadership skills	2.20	0.96
Maintain good physical health	2.08	1.03	Money management skills	1.98	0.96	Improve the perception of myself	2.16	1.05
Time management skills	2.08	0.94	Become more aware of political	1.95	0.91	Maintain good physical health	2.13	1.05
Improve the perception of myself	2.06	1.01	Become more self-assertive	1.95	0.95	Money management skills	2.09	1.04
Money management skills	2.05	1.07		1.92	0.92	Time management skills	2.06	0.98
Personal motivation	2.00	0.96	Become more involved in the community	1.89	0.91	Personal motivation	2.04	0.99
Become more involved in the community	1.94	0.93		1.88	0.91	Become more involved in the community	2.03	0.93
Learn more about the customs of different cultures	1.95	0.92	Improve the perception of myself	1.87	0.90	Learn more about the customs of different cultures	2.00	0.93
Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	1.94	0.96	Leadership skills	1.86	0.84	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	2.00	0.98
Overcome shyness	1.93	1.40	Learn more about the customs of different cultures	1.86	0.91	Overcome shyness	1.96	1.59
Decision making skills	1.89	0.87		1.81	0.84	Decision making skills	1.93	0.90
Goal setting skills	1.85	0.87	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	1.81	0.91	Goal setting skills	1.84	0.89
Career skills	1.70	0.85	Career skills	1.71	0.80	Career skills	1.69	0.86
Become more willing to change and learn new things	1.67	0.84	Become more willing to change and learn new things	1.65	0.82	Become more willing to change and learn new things	1.68	0.85
Clarify purpose and meaning in life	1.63	0.86	Clarify purpose and meaning in life	1.61	0.86	Clarify purpose and meaning in life	1.65	0.91

Spearman Rank Correlation Coefficient: Campus vs. Male r = .91, p = .00; Campus vs. Female r = .98, p = .00; Male vs. Female r = .87, p = .00.

BEST COPY AVAILABLE

Table 23. Personal Need by Race: Toledo Campus

Campus	*M*	*SD*	*Caucasian*	*M*	*SD*	*Minority*	*M*	*SD*
Maintain good mental health	2.37	1.07	Maintain good mental health	2.34	1.05	Maintain good mental health	2.41	1.12
Overcome procrastination	2.31	1.06	Overcome procrastination	2.29	1.06	Overcome procrastination	2.39	1.07
Leadership skills	2.15	0.95	Leadership skills	2.12	0.91	Become more aware of political and social issues	2.28	1.02
Become more aware of political and social issues	2.15	0.98	Become more self-assertive	2.12	1.02	Leadership skills	2.25	1.07
Become more self-assertive	2.11	1.03	Become more aware of political and social issues	2.11	0.96	Overcome shyness	2.21	2.43
Maintain good physical health	2.08	1.03	Improve the perception of myself	2.06	0.99	Money management skills	2.20	1.05
Time management skills	2.08	0.96	Maintain good physical health	2.06	1.01	Become more involved in the community	2.16	1.02
Improve the perception of myself	2.06	1.01	Time management skills	2.05	0.93	Maintain good physical health	2.15	1.11
Money management skills	2.05	1.03	Money management skills	2.01	1.00	Time management skills	2.15	1.02
Personal motivation	2.00	0.96	Personal motivation	1.98	0.95	Become more self-assertive	2.11	1.08
Become more involved in the community	1.96	0.93	Learn more about the customs of different cultures	1.92	0.91	Learn more about the customs of different cultures	2.05	0.96
Learn more about the customs of different cultures	1.95	0.92	Become more involved in the community	1.92	0.89	Personal motivation	2.03	1.02
Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	1.94	0.96	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	1.91	0.93	Improve the perception of myself	2.03	1.07
Overcome shyness	1.93	1.40	Decision making skills	1.86	0.86	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	1.99	1.01
Decision making skills	1.89	0.87	Overcome shyness	1.85	0.92	Decision making skills	1.98	0.90
Goal setting skills	1.85	0.87	Goal setting skills	1.81	0.84	Goal setting skills	1.96	0.94
Social skills	1.80	0.83	Social skills	1.76	0.82	Social skills	1.93	0.92
Become more willing to change and learn new things	1.67	0.84	Become more willing to change and learn new things	1.63	0.81	Become more willing to change and learn new things	1.80	0.94
A sense of purpose and meaning in life	1.61	0.89	A sense of purpose and meaning in life	1.61	0.87	A sense of purpose and meaning in life	1.71	0.98

Spearman Rank Correlation Coefficient: Campus vs. Caucasian r = .98, p = .00; Campus vs. Minority r = .85, p = .00; Caucasian vs. Minority r = .80, p = .00.

BEST COPY AVAILABLE

Table 24. Personal Need by Technology: Toledo Campus

Campus	*M*	*SD*	*Business*	*M*	*SD*	*Health*	*M*	*SD*
Maintain good mental health	2.37	1.07	Maintain good mental health	2.43	1.04	Maintain good mental health	2.42	1.08
Overcome procrastination	2.31	1.06	Become more aware of political and social issues	2.24	1.00	Overcome procrastination	2.32	1.05
Leadership skills	2.15	0.95	Improve the perception of myself	2.22	1.02	Become more aware of political and social issues	2.19	0.98
Become more aware of political and social issues	2.15	0.98	Become more self-assertive	2.20	1.02	Leadership skills	2.12	0.96
Become more self-assertive	2.12	1.04	Leadership skills	2.20	0.92	Become more self-assertive	2.12	1.05
Maintain good physical health	2.08	1.03	Overcome procrastination	2.19	1.03	Maintain good physical health	2.09	1.04
Time management skills	2.08	0.96	Time management skills	2.16	0.99	Time management skills	2.06	0.97
Improve the perception of myself	2.06	1.01	Maintain good physical health	2.09	1.01	Money management skills	2.04	1.03
Money management skills	2.05	1.02	Money management skills	2.05	1.00	Improve the perception of myself	2.03	0.99
Personal motivation	2.00	0.96	Personal motivation	2.04	0.95	Learn more about the customs of different cultures	2.01	0.94
Become more involved in the community	1.98	0.93	Goal setting skills	2.01	0.85	Personal motivation	1.97	0.97
Learn more about the customs of different cultures	1.95	0.92	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	2.01	1.01	Become more involved in the community	1.97	0.95
Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	1.94	0.96	Become more involved in the community	2.00	0.87	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	1.95	0.96
Overcome shyness	1.93	1.40	Decision making skills	1.99	0.88	Decision making skills	1.87	0.88
Decision making skills	1.89	0.87	Learn more about the customs of different cultures	1.97	0.94	Overcome shyness	1.84	0.94
Goal setting skills	1.85	0.87	Overcome shyness	1.96	1.03	Goal setting skills	1.78	0.87
Social skills	1.80	0.85	Social skills	1.90	0.85	Social skills	1.77	0.85
Become more willing to change and learn new things	1.67	0.84	Become more willing to change and learn new things	1.79	0.87	Become more willing to change and learn new things	1.63	0.83
A sense of purpose and meaning in life	1.63	0.89	A sense of purpose and meaning in life	1.74	0.92	A sense of purpose and meaning in life	1.56	0.86

Spearman Rank Correlation Coefficient: Campus vs. Business r = .92, p = .00; Campus vs. Health r = .98, p = .00; Business vs. Health r = .90, p = .00.

BEST COPY AVAILABLE

Table 25. Personal Need by Technology: Toledo Campus

Campus	*M*	*SD*	*Industrial/Engineering*	*M*	*SD*	*Public Service*	*M*	*SD*
Maintain good mental health	2.37	1.07	Overcome procrastination	2.36	1.04	Overcome procrastination	2.38	1.15
Overcome procrastination	2.31	1.06	Maintain good mental health	2.18	1.07	Overcome shyness	2.31	3.69
Leadership skills	2.15	0.95	Leadership skills	2.13	0.93	Leadership skills	2.23	1.02
Become more aware of political and social issues	2.15	0.98	Become more self-assertive	2.08	0.98	Money management skills	2.22	1.04
Become more self-assertive	2.12	1.04	Time management skills	2.08	0.90	Maintain good mental health	2.22	1.05
Maintain good physical health	2.08	1.03	Maintain good physical health	2.06	1.04	Become more self-assertive	2.04	1.07
Time management skills	2.08	0.96	Personal motivation	2.02	0.97	Maintain good physical health	2.04	1.01
Improve the perception of myself	2.06	1.01	Improve the perception of myself	2.01	1.01	Improve the perception of myself	1.99	1.03
Money management skills	2.03	1.02	Become more aware of political and social issues	1.99	0.95	Become more aware of political and social issues	1.96	0.89
Personal motivation	2.00	0.96	Money management skills	1.99	1.00	Become more involved in the community	1.95	0.90
Become more involved in the community	1.98	0.93	Overcome shyness	1.98	0.92	Personal motivation	1.95	0.98
Learn more about the customs of different cultures	1.95	0.92	Become more involved in the community	1.96	0.94	Time management skills	1.95	0.92
Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	1.94	0.96	Goal setting skills	1.92	0.90	Decision making skills	1.90	0.87
Overcome shyness	1.93	1.40	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	1.92	0.95	Learn more about the customs of different cultures	1.78	0.83
Decision making skills	1.89	0.87	Social skills	1.84	0.85	Become more willing to change and learn new things	1.73	0.86
Goal setting skills	1.85	0.87	Decision making skills	1.83	0.83	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	1.71	0.85
Social skills	1.80	0.85	Learn more about the customs of different cultures	1.82	0.88	Social skills	1.71	0.84
Become more willing to change and learn new things	1.67	0.84	A sense of purpose and meaning in life	1.73	0.95	Goal setting skills	1.69	0.78
A sense of purpose and meaning in life	1.63	0.89	Become more willing to change and learn new things	1.60	0.79	A sense of purpose and meaning in life	1.56	0.85

Spearman Rank Correlation Coefficient: Campus vs. Industrial/Engineering r = .91, p = .00; Campus vs. Public Service r = .76, p = .00; Industrial/Engineering vs. Public Service r = .77, p = .00.

BEST COPY AVAILABLE

Table 26. Personal Need Cited by Student: Toledo Campus

- Deal with changing jobs. Let go. Move on.
- Rights, responsibilities, and labor laws.
- Time and money management is very important.
- Relate civilian job alternatives vs. military.
- Stronger self-esteem.
- Deal with guilt of leaving kids.
- Budgeting my personal money.
- Stress management.
- Parenting.
- Temper control.
- Keeping grades up and balanced.
- Cope with alcohol problems of family members.
- I should always be strong to overcome prejudices and treat others the way that I want to be treated.

Appendix D

Findlay Tables

Table 1. Top Ten Student Need by Campus

Toledo Campus	*M*	*SD*	*Findlay Campus*	*M*	*SD*
Additional classes transferable to four-year colleges	3.16	0.91	Additional classes transferable to four-year colleges	3.14	0.95
Parking facilities	3.23	0.99	Parking facilities	3.02	1.09
Library facilities	3.00	0.99	Greater variety of classes	2.97	0.95
Designated study areas	2.85	1.02	Acceptance of more work experiences for college credit	2.93	0.98
Acceptance of more work experiences for college credit	2.84	1.02	A more flexible course schedule	2.81	1.13
A more flexible course schedule	2.76	1.10	Designated study areas	2.77	1.01
Advertisement of the student services	2.74	1.00	More career placement services	2.71	1.20
Greater variety of classes	2.73	1.03	Advertisement of the student services	2.69	0.98
College-sponsored student health insurance	2.71	1.13	Library facilities	2.66	1.11
Student union	2.64	1.06	Cafeteria/food service area	2.55	1.22

Spearman Rank Correlation Coefficient: Toledo vs. Findlay r = .84, p = .00.

BEST COPY AVAILABLE

Table 2. Educational Need by Gender: Findlay Campus

Campus	*M*	*SD*	*Male*	*M*	*SD*	*Female*	*M*	*SD*
Personal computer skills	2.52	1.06	Personal computer skills	2.64	0.88	Personal computer skills	2.44	1.16
Public speaking skills	2.32	1.07	Memory skills	2.40	0.92	Public speaking skills	2.38	1.14
Memory skills	2.29	0.93	Public speaking skills	2.39	0.97	Memory skills	2.21	0.93
Test-taking skills	2.13	0.93	Test-taking skills	2.16	0.96	Test-taking skills	2.11	0.90
Mathematical skills	2.03	1.00	Writing skills	2.01	1.00	Mathematical skills	2.05	1.03
Study skills	2.04	0.92	Study skills	2.07	0.89	Study skills	2.00	0.91
Writing skills	2.01	0.96	Library and research skills	1.99	0.89	Library and research skills	1.96	0.99
Library and research skills	1.99	0.95	Mathematical skills	2.03	0.93	Writing skills	1.96	0.93
Logical thinking skills	1.67	0.82	Reading skills	1.69	0.91	Logical thinking skills	1.80	0.84
Reading skills	1.51	0.85	Logical thinking skills	1.67	0.79	Reading skills	1.40	0.81

Spearman Rank Correlation Coefficient: Campus vs. Male r = .89, p = .00; Campus vs. Female r = .99, p = .00; Male vs. Female r = .88, p = .00.

Table 3. Educational Need by Race: Findlay Campus

Campus	*M*	*SD*	*Caucasian*	*M*	*SD*	*Minority*	*M*	*SD*
Personal computer skills	2.52	1.06	Personal computer skills	2.50	1.05	Personal computer skills	2.64	1.13
Public speaking skills	2.32	1.07	Public speaking skills	2.33	1.08	Memory skills	2.38	0.90
Memory skills	2.29	0.93	Memory skills	2.29	0.92	Test-taking skills	2.36	0.87
Test-taking skills	2.13	0.93	Test-taking skills	2.10	0.93	Public speaking skills	2.29	1.12
Mathematical skills	2.05	1.00	Study skills	2.01	0.92	Writing skills	2.24	1.18
Study skills	2.04	0.92	Mathematical skills	2.03	0.96	Study skills	2.17	0.89
Writing skills	2.01	0.96	Writing skills	1.99	0.91	Mathematical skills	2.14	1.15
Library and research skills	1.99	0.95	Library and research skills	1.99	0.95	Library and research skills	2.11	0.99
Logical thinking skills	1.74	0.82	Logical thinking skills	1.71	0.79	Logical thinking skills	1.90	0.98
Reading skills	1.51	0.85	Reading skills	1.47	0.81	Reading skills	1.72	1.07

Spearman Rank Correlation Coefficient: Campus vs. Caucasian r = .99, p = .00; Campus vs. Minority r = .91, p = .00; Caucasian vs. Minority r = .90, p = .00.

BEST COPY AVAILABLE

Table 4. Educational Need by Technology: Findlay Campus

Campus	*M*	*SD*	*Business*	*M*	*SD*	*Health*	*M*	*SD*
Personal computer skills	2.41	1.06	Public speaking skills	2.54	1.09	Public speaking skills	2.24	1.16
Public speaking skills	2.32	1.07	Personal computer skills	2.54	1.09	Personal computer skills	2.24	1.15
Memory skills	2.29	0.93	Memory skills	2.42	0.90	Test-taking skills	2.16	0.92
Test-taking skills	2.13	0.93	Writing skills	2.31	0.90	Memory skills	2.12	0.95
Mathematical skills	2.05	1.00	Mathematical skills	2.13	1.03	Study skills	2.12	0.90
Study skills	2.04	0.92	Test-taking skills	2.06	0.89	Mathematical skills	1.83	0.81
Writing skills	2.01	0.90	Library and research skills	2.05	0.93	Library and research skills	1.74	0.91
Library and research skills	1.99	0.95	Study skills	2.04	0.97	Writing skills	1.65	0.75
Logical/analytical skills	1.72	0.87	Logical/analytical skills	1.96	0.90	Logical/analytical skills	1.59	0.68
Reading skills	1.51	0.85	Reading skills	1.50	0.88	Reading skills	1.37	0.83

Spearman Rank Correlation Coefficient: Campus vs. Business r = .86, p = .00; Campus vs. Health r = .77, p = .00; Business vs. Health r = .61, r = .05.

BEST COPY AVAILABLE

Table 5. Educational Need by Technology: Findlay Campus

Campus	*M*	*SD*	*Industrial/Engineering*	*M*	*SD*	*Public Service*	*M*	*SD*
Personal computer skills	2.52	1.06	Personal computer skills	2.68	0.85	Personal computer skills	2.89	1.10
Public speaking skills	2.32	1.07	Public speaking skills	2.39	0.97	Library and research skills	2.37	1.01
Memory skills	2.29	0.93	Memory skills	2.39	0.89	Mathematical skills	2.32	1.20
Test-taking skills	2.13	0.93	Writing skills	2.19	1.08	Test-taking skills	2.26	0.93
Mathematical skills	2.08	1.00	Library and research skills	2.08	0.86	Writing skills	2.20	1.11
Study skills	2.04	0.92	Test-taking skills	2.03	0.87	Memory skills	2.15	0.88
Writing skills	2.01	0.96	Mathematical skills	1.92	0.86	Public speaking skills	2.11	0.99
Library and research skills	1.99	0.95	Study skills	1.86	0.71	Study skills	2.10	0.91
Logical thinking skills	1.74	0.82	Reading skills	1.78	0.89	Logical thinking skills	2.00	0.86
Reading skills	1.51	0.85	Logical thinking skills	1.78	0.79	Reading skills	1.50	0.83

Spearman Rank Correlation Coefficient: Campus vs. Industrial/Engineering r = .81, p = .00; Campus vs. Public Service r = .50, p = .13; Industrial/Engineering vs. Public Service r = .61, p = .05.

BEST COPY AVAILABLE

Table 6. Educational Need Cited by Student: Findlay Campus

- "Research paper" writing.
- Accounting.
- Grammer.
- English.

Table 7. Professional Need by Gender: Findlay Campus

Campus	*M*	*SD*	*Male*	*M*	*SD*	*Female*	*M*	*SD*
Interview skills	2.39	0.94	Internship opportunities	2.37	1.12	Management and supervisory skills	2.45	1.06
Management and supervisory skills	2.38	0.99	Interview skills	2.34	0.86	Interview skills	2.42	1.00
Internship opportunities	2.34	1.13	Job search and application skills	2.29	1.08	Ethical/professional conduct skills	2.38	1.01
Ethical/professional conduct skills	2.30	1.02	Management and supervisory skills	2.27	0.83	Internship opportunities	2.36	1.15
Job search and application skills	2.25	1.09	Ethical/professional conduct skills	2.16	1.05	Networking skills	2.28	0.96
Networking skills	2.22	1.00	Resume writing skills	2.13	0.98	Job search and application skills	2.27	1.11
Resume writing skills	2.19	0.98	Networking skills	2.10	1.04	Resume writing skills	2.23	0.98
Communication skills at work	1.89	0.87	Communication skills at work	1.84	0.89	Communication skills at work	1.92	0.83
Team player skills	1.76	0.80	Team player skills	1.72	0.83	Team player skills	1.79	0.77
Work effectively with supervisors and co-workers of different race, gender, and religion	1.40	0.70	Work effectively with supervisors and co-workers of different race, gender, and religion	1.37	0.71	Work effectively with supervisors and co-workers of different race, gender, and religion	1.40	0.66

Spearman Rank Correlation Coefficient: Campus vs. Male r = .66, p = .03; Campus vs. Female r = .96, p = .00; Male vs. Female r = .49, p = .15.

BEST COPY AVAILABLE

Table 8. Professional Need by Race: Findlay Campus

Campus	*M*	*SD*	*Caucasian*	*M*	*SD*	*Minority*	*M*	*SD*
Interview skills	2.39	0.94	Management and supervisory skills	2.44	0.98	Job search and application skills	2.54	1.10
Management and supervisory skills	2.38	0.99	Interview skills	2.44	0.96	Internship opportunities	2.52	1.18
Internship opportunities	2.34	1.13	Internship opportunities	2.33	1.12	Ethical/professional conduct skills	2.46	1.07
Ethical/professional conduct skills	2.30	1.02	Ethical/professional conduct skills	2.28	1.03	Networking skills	2.25	1.08
Job search and application skills	2.28	1.09	Job search and application skills	2.25	1.10	Interview skills	2.18	0.86
Networking skills	2.22	1.00	Networking skills	2.23	0.98	Management and supervisory skills	2.17	1.00
Resume writing skills	2.19	0.98	Resume writing skills	2.21	0.97	Resume writing skills	2.14	1.06
Communication skills at work	1.89	0.87	Communication skills at work	1.93	0.84	Communication skills at work	1.83	1.00
Team player skills	1.76	0.80	Team player skills	1.78	0.80	Team player skills	1.74	0.81
Work effectively with supervisors and co-workers of different race, gender, and religion	1.40	0.70	Work effectively with supervisors and co-workers of different race, gender, and religion	1.43	0.73	Work effectively with supervisors and co-workers of different race, gender, and religion	1.29	0.60

Spearman Rank Correlation Coefficient: Campus vs. Caucasian r = .99, p = .00; Campus vs. Minority r = .67, p = .03; Caucasian vs. Minority r = .66, p = .03.

BEST COPY AVAILABLE

Table 9. Professional Need by Technology: Findlay Campus

Campus	*M*	*SD*	*Business*	*M*	*SD*	*Health*	*M*	*SD*
Interview skills	2.39	0.94	Management and supervisory skills	2.42	1.05	Internship opportunities	2.30	1.06
Management and supervisory skills	2.38	0.99	Interview skills	2.40	0.99	Ethical/professional conduct skills	2.29	1.09
Internship opportunities	2.34	1.13	Networking skills	2.32	0.93	Management and supervisory skills	2.19	0.96
Ethical/professional conduct skills	2.30	1.02	Ethical/professional conduct skills	2.25	0.89	Job search and application skills	2.14	1.04
Job search and application skills	2.24	1.02	Job search and application skills	2.23	1.15	Resume writing skills	2.14	0.98
Networking skills	2.22	1.00	Internship opportunities	2.19	1.10	Interview skills	2.14	0.91
Resume writing skills	1.90	0.98	Resume writing skills	2.05	1.00	Networking skills	1.98	1.02
Communication skills at work	1.89	0.87	Communication skills at work	2.02	0.91	Communication skills at work	1.57	0.71
Team player skills	1.60	0.80	Team player skills	1.79	0.72	Team player skills	1.38	0.85
Work effectively with supervisors and co-workers of different race, gender, and religion	1.40	0.70	Work effectively with supervisors and co-workers of different race, gender, and religion	1.38	0.67	Work effectively with supervisors and co-workers of different race, gender, and religion	1.27	0.49

Spearman Rank Correlation Coefficient: Campus vs. Business r = .87, p = .00; Campus vs. Health r = .81, p = .00; Business vs. Health r = .61, p = .05.

BEST COPY AVAILABLE

Table 10. Professional Need by Technology: Findlay Campus

Campus	*M*	*SD*	*Industrial/Engineering*	*M*	*SD*	*Public Service*	*M*	*SD*
Interview skills	2.39	0.94	Interview skills	2.79	0.84	Interview skills	2.32	1.11
Management and supervisory skills	2.38	0.99	Management and supervisory skills	2.73	0.84	Networking skills	2.32	1.11
Internship opportunities	2.34	1.13	Internship opportunities	2.68	1.16	Resume writing skills	2.25	1.02
Ethical/professional conduct skills	2.30	1.02	Ethical/professional conduct skills	2.57	1.17	Internship opportunities	2.25	1.25
Job search and application skills	2.25	1.09	Job search and application skills	2.55	1.06	Job search and application skills	2.21	1.13
Networking skills	2.22	1.00	Resume writing skills	2.51	0.93	Ethical/professional conduct skills	2.16	1.07
Resume writing skills	2.19	0.98	Networking skills	2.39	1.02	Management and supervisory skills	2.00	0.79
Communication skills at work	1.89	0.87	Communication skills at work	2.13	0.91	Communication skills at work	1.95	0.94
Team player skills	1.76	0.80	Team player skills	1.93	0.87	Team player skills	1.89	0.94
Work effectively with supervisors and co-workers of different race, gender, and religion	1.40	0.70	Work effectively with supervisors and co-workers of different race, gender, and religion	1.47	0.83	Work effectively with supervisors and co-workers of different race, gender, and religion	1.42	0.69

Spearman Rank Correlation Coefficient: Campus vs. Industrial/Engineering r = .98, p = .00; Campus vs. Public Service r = .62, p = .05; Industrial/Engineering vs. Public Service r = .59, p = .06.

BEST COPY AVAILABLE

Table 11. Professional Need Cited by Student: Findlay Campus

- Would like to find types of action against discrimination at work.

Table 12. Facility/Environment Need by Gender: Findlay Campus

Campus	*M*	*SD*	*Male*	*M*	*SD*	*Female*	*M*	*SD*
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Designated study areas	2.77	1.01	Designated study areas	2.67	0.97	Designated study areas	2.85	1.02
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cafeteria/food service area	2.55	1.22	Athletic/fitness center	2.59	1.16	Cafeteria/food service area	2.64	1.24
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Student union	2.43	1.04	Cafeteria/food service area	2.45	1.18	Athletic/fitness center	2.39	1.19
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Campus bookstore	2.27	0.99	Campus bookstore	2.38	0.86	Classrooms and laboratories	2.23	1.03
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Access to facilities for the physically handicapped	1.96	0.83	Expanded child care center	2.11	0.96	Access to facilities for the physically handicapped	1.85	0.78
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Parking lot shuttle bus	1.35	0.72	Parking lot shuttle bus	1.43	0.70	Parking lot shuttle bus	1.30	0.74

Spearman Rank Correlation Coefficient: Campus vs. Male r = .81, p = .00; Campus vs. Female r = .97, p = .00; Male vs. Female r = .72, p = .00.

BEST COPY AVAILABLE

Table 13. Facility/Environment Need by Race: Findlay Campus

Campus	*M*	*SD*	*Caucasian*	*M*	*SD*	*Minority*	*M*	*SD*
[illegible]	3.02	1.09	[illegible]	3.12	1.03	Designated study areas	2.79	1.01
Designated study areas	2.77	1.01	Designated study areas	2.79	0.99	Parking facilities	2.64	1.22
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Classrooms and laboratories	2.57	1.07
Cafeteria/food service area	2.55	1.22	Cafeteria/food service area	2.61	1.21	Athletic/fitness center	2.50	1.17
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Cafeteria/food service area	2.43	1.27
Student union	2.43	1.04	Student union	2.48	1.03	Expanded child care center	2.44	1.19
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Student union	2.37	1.08
Campus bookstore	2.27	0.99	Campus bookstore	2.32	0.98	Library facilities	2.35	1.06
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Campus bookstore	2.17	1.04
Access to facilities for the physically handicapped	1.96	0.83	Access to facilities for the physically handicapped	1.98	0.84	Access to facilities for the physically handicapped	1.92	0.80
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Campus residence halls	1.74	0.94
Parking lot shuttle bus	1.35	0.72	Parking lot shuttle bus	1.35	0.75	Parking lot shuttle bus	1.35	0.63

Spearman Rank Correlation Coefficient: Campus vs. Caucasian r = 1.00, p = .00; Campus vs. Minority r = .80, p = .00; Caucasian vs. Minority r = .80, p = .00.

BEST COPY AVAILABLE

Table 14. Facility/Environment Need by Technology: Findlay Campus

Campus	*M*	*SD*	*Business*	*M*	*SD*	*Health*	*M*	*SD*
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2.94	1.06
Designated study areas	2.77	1.01	Designated study areas	2.89	1.01	Designated study areas	2.80	1.06
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cafeteria/food service area	2.55	1.22	Student union	2.63	1.18	Library facilities	2.54	1.13
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Student union	2.43	1.04	Athletic/fitness center	2.33	1.17	Student union	2.33	1.00
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Campus bookstore	2.27	0.99	Campus bookstore	2.24	1.08	Campus bookstore	2.14	1.01
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Access to facilities for the physically handicapped	1.96	0.83	Access to facilities for the physically handicapped	2.02	0.84	Access to facilities for the physically handicapped	1.89	0.81
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Parking lot shuttle bus	1.35	0.72	Parking lot shuttle bus	1.29	0.74	Parking lot shuttle bus	1.29	0.71

Spearman Rank Correlation Coefficient: Campus vs. Business r = .95, p = .00; Campus vs. Health r = .95, p = .00; Business vs. Health r = .99, p = .00.

BEST COPY AVAILABLE

Table 15. Facility/Environment Need by Technology: Findlay Campus

Campus	*M*	*SD*	*Industrial/Engineering*	*M*	*SD*	*Public Service*	*M*	*SD*
Parking facilities	3.02	1.09	Parking facilities	3.03	1.09	Parking facilities	2.79	1.08
Designated study areas	2.77	1.01	Classrooms and laboratories	2.92	0.89	Athletic/fitness center	2.68	1.11
Library facilities	2.66	1.11	Designated study areas	2.84	0.90	Cafeteria/food service area	2.58	1.17
Cafeteria/food service area	2.55	1.22	Library facilities	2.71	0.97	Library facilities	2.55	1.15
Athletic/fitness center	2.53	1.13	Athletic/fitness center	2.58	1.17	Classrooms and laboratories	2.53	1.07
Student union	2.43	1.04	Cafeteria/food service area	2.54	1.15	Designated study areas	2.45	1.15
Classrooms and laboratories	2.35	1.03	Student union	2.33	1.01	Expanded child care center	2.41	0.94
Campus bookstore	2.27	0.99	Campus bookstore	2.29	0.93	Campus bookstore	2.20	0.95
Expanded child care center	2.23	1.09	Expanded child care center	2.26	0.94	Student union	2.00	0.97
Access to facilities for the physically handicapped	1.96	0.83	Access to facilities for the physically handicapped	2.24	0.91	Access to facilities for the physically handicapped	1.74	0.65
Campus residence halls	1.67	1.00	Campus residence halls	1.63	0.89	Campus residence halls	1.47	0.84
Parking lot shuttle bus	1.35	0.72	Parking lot shuttle bus	1.52	0.74	Parking lot shuttle bus	1.15	0.37

Spearman Rank Correlation Coefficient: Campus vs. Industrial/Engineering r = .88, p = .00; Campus vs. Public Service r = .84, p = .00; Induatrial/Engineering vs. Public Service r = .84, p = .00.

BEST COPY AVAILABLE

Table 16. Facility/Environment Need Cited by Student: Findlay Campus

- Findlay needs a cafeteria with hot food.
- Findlay needs a recreation room.
- Parking is congested. I would prefer tables and chairs instead of desks.
- More relaxed environment for older students.
- Upgrade lounges.
- Open bookstore more evening hours.
- Vending machine variety is sandwiches and salad.
- Get rid of desks, use tables.
- There aren't enough quiet study areas on Findlay campus
- Review child care guidelines or provide more funding.
- More hands on training in lab.
- Findlay campus needs study areas.
- Lab equipment.
- More facilities at Industrial and Engineering technologies.
- More lighting.
- Need cafeteria, library, etc. like Toledo.
- Enlarge bookstore.

Table 17. Institutional Process/Organizational Need by Gender: Findlay Campus

Campus	*M*	*SD*	*Male*	*M*	*SD*	*Female*	*M*	*SD*
Additional classes transferable to four-year colleges	3.12	0.95	Additional classes transferable to four-year colleges	3.30	0.81	Additional classes transferable to four-year colleges	3.05	1.01
Greater variety of classes	2.97	0.95	Greater variety of classes	3.03	0.90	Acceptance of more work experiences for college credit	2.95	0.95
Acceptance of more work experiences for college credit	2.93	0.98	A more flexible course schedule	2.91	1.17	Greater variety of classes	2.93	0.98
A more flexible course schedule	2.81	1.13	Acceptance of more work experiences for college credit	2.90	1.05	A more flexible course schedule	2.77	1.11
More career placement services	2.70	1.20	More career placement services	2.80	1.01	Advertisement of available student services	2.68	1.01
Advertisement of available student services	2.69	0.98	Advertisement of available student services	2.72	0.97	More career placement services	2.67	1.30
More campus counseling services	2.51	1.02	Revised billing/fee payment procedure	2.58	1.12	Revised billing/fee payment procedure	2.53	1.12
Revised student advising system	2.51	1.12	More campus counseling services	2.58	0.98	More campus counseling services	2.50	1.06
Revised billing/fee payment procedure	2.49	1.12	More student health services	2.48	1.17	Revised student advising system	2.47	1.12
More flexible campus offices and facility hours	2.46	1.10	Revised billing/fee payment procedure	2.42	1.15	More student health services	2.46	1.08
More student health services	2.43	1.08	More part-time campus employment opportunities	2.42	1.06	More part-time campus employment opportunities	2.44	1.05
Revised financial aid application process	2.41	1.10	More campus-sponsored tutorial services	2.40	1.01	Revised financial aid application process	2.44	1.10
College-sponsored student health insurance	2.40	1.09	More flexible campus offices and facility hours	2.40	1.04	College financial aid disbursement process	2.40	1.10
More campus-sponsored tutorial services	2.36	0.98	Revised financial aid application process	2.38	1.14	More flexible campus offices and facility hours	2.39	1.06
More part-time campus employment opportunities	2.35	1.02	Revised student scheduling of classes	2.35	1.12	Revised student scheduling of classes	2.35	1.07
Revised financial aid disbursement process	2.34	1.11	Revised student scheduling of classes	2.32	0.96	More campus-sponsored tutorial services	2.35	0.96
Revised student scheduling of classes	2.34	1.03	Revised method of teaching & instruction	2.27	0.93	College-sponsored student health insurance	2.34	1.12
Stronger student voice in campus policy development	2.28	1.03	Revised financial aid disbursement process	2.26	1.15	Stronger student voice in campus policy development	2.23	0.97
Revised method of teaching & instruction	2.21	1.00	More part-time campus employment opportunities	2.15	0.96	Revised method of teaching & instruction	2.16	1.03
Help find housing in the area	2.07	1.05	Help find housing in the area	2.15	1.13	Revise how students enroll	2.14	0.96

Spearman Rank Correlation Coefficient: Campus vs. Male r = .97, p = .00; Campus vs. Female r = .96, p = .00; Male vs. Female r = .90, p = .00.

BEST COPY AVAILABLE

Table 18. Institutional Process/Organizational Need by Race: Findlay Campus

Campus	*M*	*SD*	*Caucasian*	*M*	*SD*	*Minority*	*M*	*SD*
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Greater variety of classes	2.97	0.95	Acceptance of more work experiences for college credit	2.99	0.96	Additional classes transferable to four-year colleges	3.00	1.13
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
A more flexible course schedule	2.81	1.13	A more flexible course schedule	2.87	1.10	Acceptance of more work experiences for college credit	2.69	1.11
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Advertisement of available student services	2.69	0.98	Advertisement of available student services	2.71	0.98	More campus-sponsored tutorial services	2.63	1.01
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Revised student advising system	2.51	1.12	More campus counseling services	2.54	1.01	More student health services	2.52	0.94
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
More flexible campus offices and facility hours	2.46	1.10	More flexible campus offices and facility hours	2.50	1.07	More campus counseling services	2.43	1.07
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Revised financial aid application process	2.41	1.10	Revised financial aid application process	2.44	1.12	More flexible campus offices and facility hours	2.41	1.22
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
More campus-sponsored tutorial services	2.36	0.98	Revised student scheduling of classes	2.39	1.05	Revised financial aid disbursement process	2.33	1.14
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Revised financial aid disbursement process	2.34	1.11	More part-time campus employment opportunities	2.35	1.02	College-sponsored student health insurance	2.28	0.92
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Stronger student voice in campus policy development	2.28	1.03	Stronger student voice in campus policy development	2.31	1.02	Revised student advising system	2.14	1.04
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Help find housing in the area	2.07	1.05	Revise how students enroll	2.06	0.95	More campus security	2.04	0.96

Spearman Rank Correlation Coefficient: Campus vs. Caucasian r = .98, p = .00; Campus vs. Minority r = .85, p = .00; Caucasian vs. Minority r = .80, p = .00.

BEST COPY AVAILABLE

Table 19. Institutional Process/Organizational Need by Technology: Findlay Campus

Campus	*M*	*SD*	*Business*	*M*	*SD*	*Health*	*M*	*SD*
Additional classes transferable to [illegible]	3.14	0.95	Additional classes transferable to [illegible]	3.39	0.91	Additional classes transferable to [illegible]	3.08	1.01
Greater variety of classes	2.97	0.95	Greater variety of classes	3.38	0.79	Acceptance of more work experiences for college credit	2.85	0.96
Acceptance of more work experiences for college credit	2.91	0.91	[illegible]	2.91	1.10	Greater variety of classes	2.60	0.99
A more flexible course schedule	2.81	1.13	Acceptance of more work experiences for college credit	2.90	1.08	A more flexible course schedule	2.60	1.14
More career [illegible]	2.71	1.10	[illegible]	2.81	1.05	More career placement services	2.55	1.33
Advertisement of available student services	2.69	0.98	Advertisement of available student services	2.73	0.96	More student health services	2.46	1.09
More [illegible]	2.67	1.07	[illegible]	2.70	1.10	Advertisement of available student services	2.46	1.01
Revised student advising system	2.51	1.12	Revised student advising system	2.65	1.14	College-sponsored student health insurance	2.41	1.19
[illegible]	2.51	1.11	[illegible]	2.61	1.04	More campus counseling services	2.38	0.97
More flexible campus offices and facility hours	2.46	1.10	More campus counseling services	2.53	1.10	Revised financial aid disbursement process	2.28	1.15
More [illegible]	2.43	1.08	[illegible]	2.51	1.10	Revised financial aid application process	2.28	1.07
Revised financial aid application process	2.41	1.10	Revised financial aid disbursement process	2.49	1.14	More flexible campus offices and facility hours	2.25	1.06
[illegible]	2.37	1.09	[illegible]	2.43	1.13	Revised student advising system	2.24	1.09
More campus-sponsored tutorial services	2.36	0.98	More flexible campus offices and facility hours	2.40	1.10	More part-time campus employment opportunities	2.24	0.99
More part-time [illegible]	2.35	1.02	[illegible]	2.36	1.08	More campus-sponsored tutorial services	2.23	0.98
Revised financial aid disbursement process	2.34	1.11	Revised student scheduling of classes	2.30	1.06	Revised student scheduling of classes	2.22	1.01
[illegible]	2.31	1.01	More [illegible]	2.26	1.08	Revised billing/fee payment procedures	2.22	1.09
Stronger student voice in campus policy development	2.28	1.03	College-sponsored student health insurance	2.26	1.08	Revised method of teaching & instruction	2.10	1.01
[illegible]	2.11	1.00	[illegible]	2.13	1.00	Help find housing in the area	1.09	1.08
Help find housing in the area	2.07	1.05	More campus security	2.04	1.01	More campus security	2.04	0.91

Spearman Rank Correlation Coefficient: Campus vs. Business r = .93, p = .00; Campus vs. Health r = .92, p = .00; Business vs. Health r = .83, p = .00.

BEST COPY AVAILABLE

Table 20. Institutional Process/Organizational Need by Technology: Findlay Campus

Campus	*M*	*SD*	*Industrial/Engineering*	*M*	*SD*	*Public Service*	*M*	*SD*
Additional classes transferable to four-year colleges	3.02	0.84	[illegible]	3.03	0.89	[illegible]	3.00	0.75
Greater variety of classes	2.97	0.95	A more flexible course schedule	3.03	1.08	Additional classes transferable to four-year colleges	2.85	1.04
Acceptance of more work experience for college credit	2.91	0.93	[illegible]	2.98	0.82	Acceptance of more work experience for college credit	2.85	0.99
A more flexible course schedule	2.81	1.13	Greater variety of classes	2.89	0.89	More career placement services	2.78	1.11
More career placement services	2.81	1.00	[illegible]	2.86	1.00	More campus counseling services	2.74	1.05
Advertisement of available student services	2.69	0.98	More career placement services	2.74	1.02	Revised student advising system	2.68	1.00
More campus counseling services	2.67	1.04	[illegible]	2.69	1.04	Advertisement of available student services	2.60	0.99
Revised student advising system	2.51	1.12	More campus counseling services	2.53	0.91	A more flexible course schedule	2.55	1.28
Revised student scheduling of classes	2.47	1.11	[illegible]	2.47	1.11	Revised student scheduling of classes	2.50	0.89
More flexible campus offices and facility hours	2.46	1.10	Stronger student voice in campus policy development	2.47	0.99	Revised financial aid application process	2.50	1.05
More part-time campus employment opportunities	2.43	1.08	[illegible]	2.45	1.08	More part-time campus employment opportunities	2.47	1.17
Revised financial aid application process	2.41	1.10	Revised financial aid application process	2.41	1.12	Revised method of teaching & instruction	2.45	1.15
College-sponsored student health insurance	2.37	1.11	[illegible]	2.41	1.11	More part-time campus employment opportunities	2.42	0.90
More campus-sponsored tutorial services	2.36	0.98	More campus-sponsored tutorial services	2.39	1.03	Revised financial aid disbursement process	2.42	1.02
More part-time campus employment opportunities	2.34	1.02	[illegible]	2.37	1.05	More student health services	2.39	0.98
Revised financial aid disbursement process	2.34	1.11	Revised method of teaching & instruction	2.29	0.84	More flexible campus offices and facility hours	2.28	0.96
Revised student scheduling of classes	2.31	1.02	[illegible]	2.31	1.01	Stronger student voice in campus policy development	2.21	0.98
Stronger student voice in campus policy development	2.28	1.03	Help find housing in the area	2.22	1.07	More campus-sponsored tutorial services	2.21	0.79
Revised method of teaching & instruction	2.21	0.97	More part-time campus employment opportunities	2.21	0.97	Revised financial aid application process	2.18	0.90
Help find housing in the area	2.07	1.05	Revised financial aid disbursement process	2.17	1.07	College-sponsored student health insurance	2.10	0.91

Spearman Rank Correlation Coefficient: Campus vs. Industrial/Engineering r = .93, p = .00; Campus vs. Public Service r = .88, p = .00; Industrial/Engineering vs. Public Service r = .80, p = .00.

BEST COPY AVAILABLE

Table 21. Institutional Process/Organizational Need Cited by Student: Findlay Campus.

- Should have one common grading system, don't leave it up to instructors.
- Wider variety of evening classes in summer.
- Offer AIT classes in the morning and evening also provide more lab time.
- Ridiculous to charge for parking stickers.
- Intramural sports strictly Owens.
- Findlay needs another Electronics instructor.
- Schedule classes around full-time working hours.
- Advising about fields and transfer.
- Coordinating classes in the morning at Findlay.
- More available financial aid.
- Do away with buying a parking permit.
- Revise enrollment process on Findlay campus.
- Increase number of classes/courses at Findlay campus.
- Counselors were no help at all except to register for classes.

BEST COPY AVAILABLE

Table 21 (continued). Institutional Process/Organizational Needs Cited by Students: Findlay Campus

- Scheduling proceedures need work. Offer the same classes both day and night.
- Revise payment plan. Financial aid representatives need more skill.
- Offer classes consecutively.
- Revise grading system for older students.
- Advising/Registration/Payment/Books - One step registration process.
- Findlay should offer Accounting classes.
- Wider variety of evening classes.
- Nursing seats need to be saved for the ones that are signing up.
- More majors at Findlay.
- Shorten nursing waiting period.
- There is a lot of need to offer a more flexible course schedule.
- Extend scheduling hours to evening.
- I have received poor information in the counseling area.
- Offer courses consecutively.
- Some of the advisors are very unconcerned, not sure what they are doing.
- Financial aid seminars would be helpful. Student advising for working students would also be helpful.
- evelop Findlay nursing program better.
- Increase number of classes/courses at Findlay campus.

BEST COPY AVAILABLE

Table 22. Personal Need by Gender: Findlay Campus

Campus	*M*	*SD*	*Male*	*M*	*SD*	*Female*	*M*	*SD*
Maintain good mental health	2.16	1.00	Overcome procrastination	2.41	0.92	Maintain good mental health	2.43	0.99
Overcome procrastination	2.31	1.00	Maintain good mental health	2.13	0.97	Become more aware of political and social issues	2.30	1.03
Become more aware of political and social issues	2.20	1.03	Leadership skills	2.10	1.02	Improve the perception of myself	2.23	1.01
Leadership skills	2.19	0.94	Become more aware of political and social issues	2.04	1.02	Overcome procrastination	2.25	1.03
Improve the perception of myself	2.10	1.02	Become more involved in the community	1.98	0.91	Leadership skills	2.13	0.87
Become more self-assertive	2.09	0.98	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	1.96	0.98	Become more self-assertive	2.22	1.02
Time management skills	1.98	0.92	Money management skills	1.94	1.00	Time management skills	2.16	0.96
Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	2.04	0.97	Learn more about the customs of different cultures	1.94	0.89	Maintain good physical health	2.15	1.01
Money management skills	2.02	0.93	Become more aware of political and social issues	1.93	0.98	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	2.10	0.97
Maintain good physical health	2.04	0.97	Time management skills	1.93	0.80	Money management skills	2.10	0.99
Become more involved in the community	2.00	0.90	Become more involved in the community	1.90	0.91	Learn more about the customs of different cultures	2.07	0.93
Learn more about the customs of different cultures	2.00	0.96	Become more self-assertive	1.87	0.88	Become more involved in the community	2.04	0.94
Decision making skills	1.97	0.90	Decision making skills	1.87	0.87	Decision making skills	2.04	0.90
Personal motivation	1.96	0.94	Maintain good physical health	1.85	0.86	Learn more about the customs of different cultures	2.03	1.00
Goal setting skills	1.91	0.86	Improve the perception of myself	1.84	0.91	Goal setting skills	1.90	0.81
Become more willing to change and learn new things	1.89	0.89	Personal motivation	1.82	0.90	Become more willing to change and learn new things	1.89	0.91
Become more involved in politics	1.81	1.01	Become more willing to change and learn new things	1.81	0.92	Become more involved in politics	1.84	0.90
Overcome shyness	1.80	0.92	Improve the perception of myself	1.78	0.88	A sense of purpose and meaning in life	1.83	1.00
A sense of purpose and meaning in life	1.78	0.96	A sense of purpose and meaning in life	1.78	0.93	Personal motivation	1.78	0.93

Spearman Rank Correlation Coefficient: Campus vs. Male r = .66, p = .00; Campus vs. Female r = .97, p = .00; Male vs. Female r = .53, p = .01.

BEST COPY AVAILABLE

Table 23. Personal Need by Race: Findlay Campus

Campus	*M*	*SD*	*Caucasian*	*M*	*SD*	*Minority*	*M*	*SD*
Maintain good mental health	2.36	1.00	Maintain good mental health	2.34	0.98	Overcome procrastination	2.39	0.95
Overcome procrastination	2.31	1.00	Overcome procrastination	2.29	1.00	Maintain good mental health	2.54	1.07
Become more aware of political and social issues	2.20	1.03	Become more aware of political	2.18	1.03	Leadership skills	2.32	0.98
Leadership skills	2.19	0.94	Leadership skills	2.19	0.93	Time management skills	2.21	0.92
Improve the perception of myself	2.10	0.95	Improve the perception of myself	2.10	1.00	Become more aware of political	2.18	0.86
Become more self-assertive	2.09	0.98	Become more self-assertive	2.11	1.00	Improve the perception of myself	2.18	0.98
Time management skills	2.08	0.92	Time management skills	2.08	0.92	Become more aware of political	2.12	1.07
Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	2.04	0.97	Maintain good physical health	2.07	1.00	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	2.14	1.04
Money management skills	2.05	0.95	Money management skills	2.07	1.00	Become more self-assertive	2.14	0.92
Maintain good physical health	2.04	0.97	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	2.05	0.96	Decision making skills	2.07	0.90
Become more involved in the community	2.02	0.99	Become more involved in the community	2.04	0.97	Money management skills	2.07	1.03
Learn more about the customs of different cultures	2.00	0.96	Learn more about the customs of different cultures	2.02	0.96	Become more involved in the community	2.04	1.04
Decision making skills	1.98	0.93	Decision making skills	2.01	0.91	Learn more about the customs of different cultures	2.01	0.94
Personal motivation	1.96	0.94	Personal motivation	1.97	0.92	Maintain good physical health	2.03	0.82
Social skills	1.93	0.94	Social skills	1.93	0.94	Social skills	1.97	0.89
Become more willing to change and learn new things	1.89	0.89	Become more willing to change and learn new things	1.85	0.89	Social skills	1.97	0.91
Social skills	1.84	0.91	Social skills	1.84	0.91	Personal motivation	1.93	0.98
Overcome shyness	1.80	0.92	Overcome shyness	1.79	0.90	A sense of purpose and meaning in life	1.93	1.02
A sense of purpose and meaning in life	1.78	0.96	A sense of purpose and meaning in life	1.77	0.95	Overcome shyness	1.93	1.05

Spearman Rank Correlation Coefficient: Campus vs. Caucasian r = .99, p = .00; Campus vs. Minority r = .78, p = .00; Caucasian vs. Minority r = .75, p = .00.

BEST COPY AVAILABLE

Table 24. Personal Need by Technology: Findlay Campus

Campus	*M*	*SD*	*Business*	*M*	*SD*	*Health*	*M*	*SD*
Maintain good mental health	2.36	1.00	Maintain good mental health	2.33	1.14	Overcome procrastination	2.37	0.97
Overcome procrastination	2.31	1.00	Overcome procrastination	2.29	0.99	Maintain good mental health	2.30	0.95
Become more aware of political and social issues	2.20	1.03	Become more aware of political and social issues	2.27	1.12	Become more aware of political and social issues	2.24	1.12
Leadership skills	2.19	0.94	Improve the perception of myself	2.25	1.04	Maintain good physical health	2.24	1.06
Improve the perception of myself	2.10	0.96	Become more self-assertive	2.24	0.95	Time management skills	2.22	0.92
Become more self-assertive	2.09	0.98	Money management skills	2.19	1.04	Leadership skills	2.10	0.91
Time management skills	2.04	0.92	Leadership skills	2.19	0.98	Improve the perception of myself	2.08	0.97
Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	2.04	0.97	Decision making skills	2.13	0.91	Money management skills	2.00	1.01
Money management skills	2.02	1.01	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	2.08	0.96	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	2.00	0.95
Maintain good physical health	2.04	0.97	Personal motivation	2.00	0.92	Learn more about the customs of different cultures	2.00	0.99
Become more involved in the community	2.02	0.90	Learn more about the customs of different cultures	2.00	0.84	Personal motivation	1.94	0.89
Learn more about the customs of different cultures	2.00	0.96	Social skills	1.98	1.08	Become more involved in the community	1.94	0.93
Decision making skills	1.98	0.90	Become more involved in the community	1.94	1.00	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	1.92	0.99
Personal motivation	1.96	0.94	Maintain good physical health	1.94	0.98	Decision making skills	1.82	0.83
Goal setting skills	1.91	0.76	Time management skills	1.91	0.94	Become more willing to change and learn new things	1.72	0.78
Become more willing to change and learn new things	1.89	0.89	Become more involved in the community	1.87	0.89	Goal setting skills	1.70	0.71
Social skills	1.83	0.91	Become more willing to change and learn new things	1.81	0.84	Social skills	1.70	0.74
Overcome shyness	1.80	0.92	Overcome shyness	1.75	0.93	Overcome shyness	1.68	0.87
Become more assertive	1.77	0.96	Become more assertive	1.67	0.91	Become more assertive	1.61	0.89

Spearman Rank Correlation Coefficient: Campus vs. Business r = .80, p = .00; Campus vs. Health r = .92, p = .00; Business vs. Health r = .69, p = .00.

BEST COPY AVAILABLE

Table 25. Personal Need by Technology: Findlay Campus

Campus	*M*	*SD*	*Industrial/Engineering*	*M*	*SD*	*Public Service*	*M*	*SD*
Overcome procrastination	2.31	1.00	Maintain good mental health	2.46	0.87	Become more aware of political and social issues	2.30	1.17
Leadership skills	2.19	0.94	Become more aware of political and social issues	2.32	0.97	Become more involved in the community	2.16	1.01
Become more self-assertive	2.09	0.98	Goal setting skills	2.19	0.85	Improve the perception of myself	2.11	1.05
Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	2.04	0.97	Decision making skills	2.16	0.87	Learn more about the customs of different cultures	2.10	1.07
Maintain good physical health	2.04	0.97	Become more aware of my rights, responsibilities, and privileges as a U.S. citizen	2.11	0.97	Become more willing to change and learn new things	2.00	1.05
Learn more about the customs of different cultures	2.00	0.96	Social skills	2.08	0.98	Overcome procrastination	1.95	1.05
Personal motivation	1.96	0.94	Time management skills	2.03	0.73	Decision making skills	1.95	0.97
Become more willing to change and learn new things	1.89	0.89	Develop a sense of purpose and meaning in life	2.03	1.03	Personal motivation	1.84	1.07
Overcome shyness	1.80	0.92	Money management skills	1.97	0.90	A sense of purpose and meaning in life	1.75	1.07

Spearman Rank Correlation Coefficient: Campus vs. Industrial/Engineering r = .42, p = .07; Campus vs. Public Service r = .60, p = .00; Industrial/Engineering vs. Public Service r = .48, p = .16.

BEST COPY AVAILABLE

Table 26. Personal Need Cited by Students: Finding Campus

- Less stress.
- Procrastination.
- Help in eating habits.
- Office seminar to manage life changes.

BEST COPY AVAILABLE